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ABSTRACT

This book should be of specific interest to American sponsored overseas schools (ASOS) superintendents and board members, but it is also useful for others who are interested in or responsible for school policy. This group includes parents, students, school committees and groups, teachers, and other school personnel. The book does not attempt to decide what a school's policies should be. It does provide a comprehensive guide that should be helpful to a school as it develops and revises policies for its own direction. The guide includes the major issues involved in policy matters, the categories of school policy that should be considered, and a few examples that are most pertinent to the ASOS. The guide also treats rules for the implementation of policy and examples of information documents that should be available. The book contains sections on school board operation, general school administration, fiscal management, business management, personnel, negotiations, instructional programs, students, interorganizational relations, boarding facilities, and fund raising. (Author/IRT)

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a guide to
SCHOOL BOARD POLICY

the AMERICAN SPONSORED Overseas School

by Paul Glenn Orr, Ph.D.

1976

CENTER FOR INTERNATIONAL EDUCATION
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A Guide To School Board Policy:
The American Sponsored Overseas School

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3

To . . .
My children, Paul, Dawson and Caryl,
through whom I know that the future
is bright.

INTRODUCTION

CENTER FOR INTERNATIONAL EDUCATION

The State College System of the Commonwealth of Massachusetts, through its Center of International Education, seeks to improve international relations and education through many programs and activities. Important among these is the publication and dissemination of research and research related literature.

THE AUTHOR

Mr. Orr is Dean and Professor of Educational Administration and Higher Education in the College of Education at The University of Alabama. In 1974, the Center For International Education published his book, *The American Sponsored Overseas School: A Research Matrix.*

Mr. Orr received his Ph.D. from Michigan State University and his B.S. from North Texas State University.

THE BOOK

This book treats the subject of school board policy, an increasingly important and complex topic for schools in the United States and for American Sponsored Overseas Schools. Policy is intended to guide the actions of those officials charged with the responsibility of administering schools to assure that what children and youth learn and the conditions under which they learn and develop reflects the best possible preparation for the future, for the individual and for a free and democratic society. Mr. Orr emphasizes that lay control by a school board is an American concept that has great popularity in American Sponsored Overseas Schools, and that this example of participatory democracy places an important responsibility on board members.

Leonard J. Savignano
Commonwealth Professor and Executive Director
Center for International Education

PREFACE

This book is the result of many years of study and observation of American Sponsored Overseas Schools: the students, parents, teachers, administrators, and boards of control; those who support them, study them, foster their improvement, utilize them for cross-cultural experience for university faculty and students, and United States based schools which form overseas linkages; and others who exercise some permissive control over the schools.. U.S. government agencies, U.S. accrediting agencies, National governments and ministries, and U.S. and National business and industry.

The single most interesting phenomenon about these schools is that so many people and groups are interested in them for so many different reasons. This diversity of interest has been both a strength and a problem for the schools. They receive substantial offers of assistance but have difficulty in establishing goals and priorities which do not conflict or result in inconsistencies among and between their supporters.

Some represent the essence of education in a democratic society and indeed can be called a "showcase" as President Lyndon B. Johnson suggested: multinational pupil and teacher populations, multicultural, bilingual curricula, involvement of parents in governance, and full cooperation and interchange between the school and the host country government. This characterization continues, however, to be a goal rather than a reality for the vast majority of the schools. Indeed, if schools throughout the world could demonstrate these goals and aspirations, mankind would take a quantum leap toward world understanding and the realization of the bold and brash hope of peace in a world in which the benefits of civilization are available to all of mankind. This hope, perhaps, represents the significance of interest in a group of schools that are otherwise quantitatively insignificant in number and students served.

In an earlier publication, *A Research Matrix: The American Sponsored Overseas School*, I was impressed not only with the some 300 studies which have been conducted concerning these schools, but also with how much development is needed if they are to realize even part of their potential. Their importance is not only in their potential for better understanding an increasingly complex world, but also in their very real role in providing educational opportunity for the thousands of children of employees of U.S. government, business and industry stationed abroad. I accept as assumptions that the world is increasingly interdependent and that the U.S. will be involved worldwide during the future. I also recognize that U.S. employees abroad must have adequate schooling available for their children if they are to be productive and if outstanding people are to be attracted to and continue service abroad. Indeed, the independent American Sponsored Overseas Schools are of vital interest to a partnership of state and federal governments and private business and industry. Economic development is more and more interdependent. Last year, several million dollars of foreign capital was invested in Alabama and Alabama exports and markets abroad an increasing percentage of its products.. coal, soybeans, steel, pipe and so forth, but also important in the future, its technological knowledge. Each of the fifty states is involved now in the international arena and probably will be more involved in the future. The assurance that dependent U.S. children abroad have a reasonable educational opportunity is an interest and a responsibility of all states, the federal government, and U.S. business and industry.

One of the most significant problems confronting the overseas schools is that they have not developed policies and processes to assure continuity and improvement. Currently, the schools' chief administrators have an average tenure of less than two years and school board membership also turns over after short times of service. The net result is that many of the schools lack a sense of direction and have no systematic plan to develop and improve. This book is designed to assist those schools in this area of need.

Paul G. Orr, Ph.D.
Tuscaloosa, Alabama
1976

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The preparation and publication of this book would not have been possible without the help and interest of more than 100 Superintendents in the American Sponsored Overseas Schools. They have provided both advice and copies of policy manuals and other materials which have been helpful.

Dr. Ernest Mannino, Director of the Office of Overseas Schools of the U.S. Department of State, and Dr. Leonard Savignano, Executive Director of the Center for International Education of the Massachusetts State College System have provided invaluable guidance and also the grant support for publication of the book.

Finally, I express deep appreciation to the hundreds of school board members with whom I have worked or discussed schools during the past twenty-five years. They have always renewed my faith in the lay control of education at the local level and have given me comfort in my belief that the education of children and youth is too important not to include representative citizens as the major policy makers for schools. Even though democracy and representative government are often cumbersome and responsibilities are sometimes not exercised in good faith, school board members in free countries generally comprehend the wisdom implicit in Churchill's observation that democracy is the worst form of government except for all other kinds. Truly, democracy is a goal whose quality is largely dependent on knowledge and wisdom.. the transcending objectives of schooling and education. No one in society has a greater responsibility for the nature of the future than do school board members and school personnel.

The help and assistance of Dawson R. Orr and Paul G. Orr, Jr. have been invaluable. They have provided the perspective of young U.S. school administrators, particularly in the fields of collective bargaining, pupils, and community involvement. Their background as students in ASOS in Colombia, Mexico and Guatemala for several years was very helpful as was their current background as junior administrators in the public schools of Columbus, Georgia and Mobile, Alabama.

Several individuals and organizations provided access to and use of materials they prepared which were incorporated into this book. Appreciation is expressed to Dr. Lanny Gamble, Dr. James Curtis, and Dr. Carrel Anderson at The University of Alabama, to Mr. Don Rose of the Southern Regional School Board Research and Training Center, and to all ASOS chief officers who participated, but especially to those most frequently cited in this book.

Previously prepared reports, particularly those classifying and formatting data, were used in this book. Particular acknowledgement for work on these reports is due Mr. Wayne Echols and Dr. Roy Bhagaloo.

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INTRODUCTION AND PURPOSE

The American Sponsored Overseas Schools (ASOS) are governed principally by 140 chief school officers and more than one thousand school board members. Each school in this group of schools is independent of the others and indeed, each operates with few if any of the normal constraints which limit schools - public and private - in the United States.

These schools have few exact common characteristics; however, one which is applicable to the vast majority is a high turnover of personnel: board members, chief officers, teachers and staff, and to a lesser extent, pupils. Because of this condition, the ASOS in general is confronted persistently with the problem of maintaining a clear direction for its future and in assuring continuity. The most common and effective means of assuring clear direction and continuity is through carefully developed written policies which guide administrative action and which are regularly and systematically reviewed and updated.

This book represents the second one published by the Center for International Education of the Massachusetts State College System related specifically to the American Sponsored Overseas School (ASOS). The first book, *A Research Matrix: The American Sponsored Overseas School,* provides a comprehensive reference to the practices, problems and potentials of the ASOS. Anyone interested in studying the ASOS should read this book. This second book, *A Guide To Policy Development: The American Sponsored Overseas School,* is designed to guide anyone involved in developing or reviewing policies for the ASOS. This should be of specific interest to ASOS superintendents and board members but it is also useful for others who are interested in or responsible for school policy. This group includes parents, students, school committees and groups, teachers and other school personnel.

This book does not attempt to decide for any school what its policies should be. It does provide a comprehensive guide which should be helpful to a school as it develops and revises policies for its own direction.

The guide includes the major issues involved in policy matters, the categories of school policy which should be considered, and a few examples which are most pertinent to the ASOS. In addition to policy, the guide also treats rules for the implementation of policy and examples of information documents which should be available. Perhaps the major prior question for any ASOS is the extent to which it decides to develop policy and to charge the superintendent with implementing it. By reviewing how a board uses its time in session is one revealing way to determine how it functions. Does it debate and deliberate the same policy question time after time, but related to an individual case? Does the superintendent have clear policy guidance which directs the future of the school and are his administrative procedures and decisions consistent with these policies?

Following are 12 common general situations which may occur in any American Sponsored Overseas School. Does the chief officer have policy guidance concerning them? Should he? Which should he alone decide? Which should be referred to the Board?

1. The Bravo Soft Drink Company offers to subsidize the cost of the school newspaper in exchange for exclusive rights to locate soft drink dispensers in the school.

2. The week after school opens, the new manager of World Enterprises seeks to enroll his three children in sections in the school which were closed to registration a month before school opened.
3. Mr. John Doe is two months in arrears in paying the tuition due for the semester for his five children.
4. Ms. Mary Doe, teacher, advises the school that she is pregnant and that she intends to continue working until she and her doctor decide otherwise.
5. John Smith, aged 17, is found smoking marijuana in the restroom during the lunch period.
6. The faculty advisor to the school annual asks if it's okay for him to open a special account at the bank for the revenue generated from sales and advertising.
7. The school's Booster Club begins to finalize plans to conduct a Halloween Carnival to raise money for the school. The featured attraction will be blackjack; beer will be sold at 50¢ a glass.
8. The local Chamber of Commerce wants to use the school property for a July Fourth Celebration.
9. The secondary art teacher wants to use a nude model for the adult art class he teaches at night at the school.
10. Locally hired teachers demand an explanation of why their salaries are lower than other teachers employed in the States.
11. The daughter of a board member applies for a teaching position in the school.
12. A group of parents and students inform the superintendent that they have organized a sorority and a fraternity.

In addition to these common problems, and more importantly, are those which relate to curriculum and instruction and to the professional staff and their relations with the school.

1. Maree Bauer requests to enter her three non-English speaking children in the elementary school.
2. The principal requests a clear definition of the role of the parent-teacher organization after a special meeting is called by its chairperson to review complaints by several parents concerning unreasonable and uncoordinated homework assignments.
3. The elementary school principal proposes that a new reading program be adopted and implemented the following year.
4. There is a growing polarization between two groups of parents with children in high school: Is the school college preparatory for U.S. universities or for National universities?
5. A National parent wants to know if the school will include transfer grades from year seven, eight and nine in determining the QPA for identifying the valedictorian.
6. The junior high principal and the English (language arts) teachers submit a plan to divide the sections of English based on the English abilities of the pupils.

7. The music teacher wishes to use the school after school hours to provide private lessons.

8. Ms. Mary Jones decides that if a student in her class spells incorrectly three words in any written assignment, that he will receive a grade of F on the assignment.
9. A U.S. university proposes to work with the school and place student teachers in it.
10. The Boosters Club wants to start a U.S. football program and has offered to pay the salary of the coach.
11. The superintendent receives an invitation to send, expense free, four teachers to an in-service workshop... they will miss one week of classes.
12. The principal requests a leave of absence for one year to return to school for an advanced degree.
13. A parent appears at the school and asks if it has a program appropriate for her children and requests guidance in making the decision.

14. The high school principal and teachers decide that the school is too soft and decide to design the curriculum in a manner which favors the academically talented.

These examples of common questions provide a beginning point to generate other cases which are crucial to any ASOS. How decisions are made, what policies guide the decision making process, and who makes what kinds of decisions should be vital questions for ASOS boards and superintendents. This guide should be helpful to those who seek treatment of the major questions which are most common to the school for which they are responsible.

TABLE OF CONTENTS

A GUIDE TO SCHOOL BOARD POLICY IN THE AMERICAN SPONSORED OVERSEAS SCHOOL

INTRODUCTION . . . IV
PREFACE . . . V
ACKNOWLEDGEMENTS . . . VII
INTRODUCTION AND PURPOSE . . . VIII
Chapter
I. THE IMPORTANCE AND NATURE OF POLICY . . . 1
  Introduction . . . 1
  Policies, Rules and Other Definitions . . . 2
  A Primer On The Roles and Relationships of Boards And Superintendents . . . 2
  Why American Sponsored Overseas Schools (ASOS) Need Policy . . . 8
  Attaining Organizational Goals . . . 11
  Survey of ASOS Policy Status . . . 12
  Summary and Commentary . . . 35
  Pertinent Considerations. . . . 36
II. HOW TO DEVELOP SCHOOL BOARD POLICY AND WHERE TO GET ASSISTANCE . . . 39
  Determining Need . . . 40
    Management Sophistication . . . 40
    Complexity of Goals . . . 40
    Recurring Decisions . . . 41
    Legal and Regulatory Involvement . . . 41
    Voluntary Requirements . . . 42
    Continuity of Personnel . . . 42
    Desire to Standardize . . . 42
  Determining Policy Status . . . 43
    Current Policies . . . 43
    Policies Not In Policy Manual . . . 43
    Practices and Precedents . . . 43
  Level and Nature of Policy Function . . . 44
    Comprehensive Planning and Policy . . . 44
    Policy and Continuity . . . 44
    Policy and Critical Needs . . . 44
    Informal Policy . . . 45
  Summary . . . 45
  Policy Development . . . 45
    Within A Comprehensive Plan . . . 46
    Comprehensive Need . . . 46
    Policy Review . . . 46
    Incremental Policy . . . 46
  Procedural Model . . . 47
  Assistance For Policy Development . . . 50
    Approaches . . . 50
    Committees . . . 50
    Orientation Outline . . . 52
  External Sources of Assistance . . . 56

III. GUIDE TO SCHOOL BOARD POLICY 57
Introduction and Organization 57
1.0 School Organization 69
Policy Outline 69
Policy Questions 70
Major Considerations 72
Sample Policies 75
1.10 School Legal Status 75
1.101 Corporate Articles and Purpose 75
1.102 Corporate Control 76
1.103 Requirements and Constraints 78
1.104 Powers Delegated to Board 78
1.105 Ownership, Tax Status and Abolishment of Assets. 78
1.20 School Board Legal Status 79
1.201 Legal Authority Delegated to Board 79
1.202 Legal Authority Withheld from Board 80
1.203 Powers, Duties and Responsibilities of Board 80
1.204 Membership on Board: Number and Qualifications . . 84
1.205 Terms of Office 85
1.206 Method of Election and Appointment 85
1.207 Filling Unexpired Terms 86
1.208 Resignation and Removal 87
1.30 Legal Status of Superintendent 87
1.301 Source of Superintendent's Authority 87
1.302 To Whom Superintendent is Responsible 87
1.303 Powers Delegated to Superintendent 87
1.40 School Organization Plan 87
1.401 Functions to be Satisfied 87
1.402 Levels and Schools. 89
1.403 Line/Staff Organization 92
1.50 School Year 92
1.501 School Calendar 92
1.502 Vacations and Holidays 94
1.503 Summer School 95
1.60 School Day 95
1.601 Hours for Pupils 95
1.602 Hours for Professional Personnel 96
1.603 Emergency Closing 97
1.604 Extended Days for Make-up for Emergency Closing . . . 97
2.0 School Board Operation 97
Policy Outline 97
Policy Questions 98
Major Considerations 101
Sample Policies 101
2.10 Philosophy and Mission 101
2.101 Background, Philosophy/Basic Premise of the School . . . 101
2.102 Goals and Objectives of the School 101
2.103 Relation with Host Country Culture 101
2.104 Standards for Board Members 110
2.20 School Board Organization 110
2.201 Method of Election of Officers and Members. 110

2.202 *Duties of the President* . . . 112
2.203 *Duties of the Vice-President* . . . 114
2.204 *Duties of the Secretary* . . . 115
2.205 *Duties of the Treasurer* . . . 116
2.206 *Duties of the Board Members* . . . 117
2.207 *New Member Orientation* . . . 120
2.208 *Board Member Development* . . . 121
2.209 *Compensation* . . . 121
2.210 *Board Committees* . . . 121
2.211 *Board-Superintendent Relations* . . . 124
2.212 *Attorney* . . . 126
2.213 *Board Committees – Operating* . . . 126
2.214 *Advisory Committees* . . . 126
2.215 *Consultants* . . . 127
2.216 *Qualifications for Membership* . . . 127
2.217 *Vacancies* . . . 128
2.218 *General Organization* . . . 129

2.30 Board Meetings . . . 129
2.301 *Annual Meetings* . . . 129
2.302 *Regular Meetings* . . . 129
2.303 *Special Meetings* . . . 130
2.304 *Adjourned Meetings* . . . 130
2.305 *Time and Place of Board Meetings* . . . 130
2.306 *Notification of Board Meetings* . . . 130
2.307 *Preparation for Board Meetings* . . . 131
2.308 *Agenda* . . . 131
2.309 *Distribution of Materials* . . . 133
2.310 *Rules of Order* . . . 133
2.311 *Quorum* . . . 134
2.312 *Voting Method* . . . 134
2.313 *Minutes of the Boards* . . . 134
2.314 *Attendance by Other than Board Members* . . . 136
2.315 *Information Releases* . . . 137
2.316 *Executive Sessions* . . . 137

2.40 Policy Development . . . 137
2.401 *Responsibility for Drafting Proposed Policy* . . . 137
2.402 *Policy Adoption* . . . 138
2.403 *Policy Dissemination* . . . 138
2.404 *Policy Review* . . . 139
2.405 *Policy Voids and Authorization to Act* . . . 140
2.406 *Suspension of Policy* . . . 140
2.407 *Ethics* . . . 140

3.0 General School Administration . . . 141 to 144
Policy Outline . . . 141
Policy Questions . . . 142
Major Considerations . . . 143
Sample Policies . . . 144

3.10 Ethics . . . 141-142-144
3.20 Organization Chart of School . . . 145
3.30 School Superintendent . . . 142-143-144
3.301 *Qualifications* . . . 144
3.302 *Duties* . . . 146

3.303 Appointment 151
3.304 Compensation and Benefits 152
3.305 Travel Expense 153
3.306 Professional Development 153
3.307 Consulting 153
3.308 Evaluation 153
3.309 Removal 154
3.310 Resignation 154
3.311 Retirement 154
3.40 Administrative Salary Schedules and Contracts 154
3.401 Positions and Job Descriptions 154
3.402 Recruitment 155
3.403 Employment 155
3.404 Assignment 155
3.405 Transfer 156
3.406 Separation 156
3.407 Retirement 156
3.408 Health Examinations 156
3.409 Time Schedules and Work Loads 156
3.410 Non-School Employment 156
3.411 Consulting 156
3.412 Professional Leaves and Absences 156
3.413 Conferences and Visitations 157
3.414 Sick Leave 157
3.415 Maternity Leave 157
3.416 Religious Leave 157
3.417 Bereavement Leave 157
3.418 Vacations and Holidays 157
3.50 Relations with Parents 158
3.501 School-Parents Communications 158

4.0 Fiscal Management 163-164-167
Policy Outline 163
Policy Questions 164
Major Considerations 167
Sample Policies 169
4.10 Annual Operating Budget 169
4.101 Fiscal Year 169
4.102 Deadlines and Schedules 169
4.103 Preliminary Adoption Procedures 169
4.104 Final Adoption Procedures 169
4.105 Encumbrances 170
4.106 Periodic Budget Reconciliation 170
4.107 Line Item Transfer Authority 170
4.108 Authorizations 170
4.20 Depository of Funds 170
4.30 Bonded Employees 171
4.40 Accounting and Reporting 171
4.401 Local School Accounting and Reporting 171
4.402 Financial Reports 171
4.403 Inventories 171
4.404 Audits 171
4.405 Checking Accounts 173

4.406 Authorized Signatures 173
4.407 Petty Cash Accounts 173
4.408 Payroll Procedures 173
4.409 Pay Day Schedules 174
4.410 Salary Deductions 174
4.411 Expense Reimbursements 174
4.412 Purchasing Authority 174
4.413 Purchasing Requiring Board Approval 175
4.414 Bids and Quotation Requirements 175
4.415 Purchase Orders 175
4.416 Vendor Relations 175
4.417 Cash in School Buildings 176
4.418 School Properties Disposal Procedures 176
4.419 Loans and Advances to Employees 176
4.50 Tuition and Other Fees 176
4.501 Registration 176
4.502 Tuition by Grade and Schedule of Payment 177
4.503 Book Fees and Rental Fees 178
4.504 Special Fees for Laboratories 179
4.505 Other Fees 179
4.506 Scholarships 180
4.507 Non-payment 180
4.508 Refunds 181

5.0 Business Management 181-183
Policy Outline 181
Policy Questions 181
Major Considerations 183
Sample Considerations 184
5.10 Buildings and Grounds 184
5.101 Insurance 184
5.102 Fire Prevention and Drills 185
5.103 Student Safety 187
5.104 Emergency Closings 188
5.105 Temporary Closings 188
5.106 Cleaning Program 188
5.107 Sanitation Assurance 188
5.108 Building Repairs 189
5.109 Safeguarding Records 190
5.110 Water Purification 190
5.111 Fumigation 190

5.20 Public Use of Buildings and Grounds 182-190
5.30 Student Transportation 182-194
5.301 Contracted Bus Service 194
5.302 Private Vehicles 195
5.303 School Bus Insurance 195
5.304 Safety Inspection 195
5.305 Special Use of School Buses 195

5.40 School Lunch Management 183-196
5.401 Cost Policy 196
5.402 Lunchroom Sanitation 196
5.403 Other 196
5.50 Official Enrollment 197

6.0 **Personnel** 197-198-204-206
Policy Outline 197
Policy Questions 198
Major Considerations 204
Sample Policies 206
6.10 **Equal Opportunity Employment** 198-206
6.20 **Complaints, Grievances, Appeals, and Exceptions** 198-206
6.30 **Solicitations and Gifts** 198-210
6.301 *Solicitation by Staff Members* 210
6.302 *Solicitation of Staff Members* 210
6.303 *Gifts by Staff Members* 210
6.304 *Gifts to Staff Members* 210
6.40 **Personnel Records** 199-210
6.401 *Nature of Records* 199-210
6.402 *Use of Records* 199-211
6.403 *Confidentiality of Records* 211
6.404 *Storage of Retired Records* 211
6.50 **Salary Deduction and Income Tax** 199-211
6.501 *Local* 211
6.502 *U.S. Income Tax* 213
6.60 **Compensation Guides, Contracts and Administration of Staff Personnel** 199-213
6.601 *Compensation Guides* 213
6.602 *Contracts* 216
6.603 *Professional Positions and Duties* 220
6.604 *Professional Personnel Qualifications* 226
6.605 *Recruitment and Selection of Professional Personnel* 227
6.606 *Induction of Professional Personnel and Orientation* 228
6.607 *Assignment of Professional Personnel* 228
6.608 *Probation of Professional Personnel* 229
6.609 *Evaluation of Professional Personnel* 230
6.610 *Transfer of Professional Personnel* 235
6.611 *Separation of Professional Personnel* 235
6.612 *Resignation of Professional Personnel* 240
6.613 *Retirement of Professional Personnel* 240
6.614 *Health Examination* 242
6.615 *Time Schedules and Work Loads* 242
6.616 *Staff Meetings* 243
6.617 *Extra Duty* 244
6.618 *Travel Expense* 245
6.619 *Non-School Employment* 246
6.620 *Consulting* 246
6.621 *Tutoring for Pay* 246
6.622 *Professional Growth* 247
6.623 *Visa Applications* 249
6.624 *Faculty Workroom/Lounge* 249
6.625 *Housing* 250
6.70 **Personal and Professional Leaves and Absences** 202-250
6.701 *Sick Leave* 250
6.702 *Maternity Leave* 253

6.703 Religious Leave . . . 255
6.704 Bereavement Leave . . . 255
6.705 Professional Leave . . . 255
6.706 Arrangements for Substitutes . . . 256
6.707 Vacations and Holidays . . . 257
6.708 Other Leave . . . 258
6.709 Short-term Professional Leave . . . 258
6.80 Professional Organizations . . . 203-259
6.90 Non-Professional Personnel . . . 203-259
7.0 **Negotiations** . . . 260
Policy Outline . . . 260
Policy Questions . . . 260
Major Considerations . . . 261
Sample Policies . . . 261
7.10 Legal Status . . . 260-261
7.20 Provisions . . . 260-261
8.0 **Instructional Program** . . . 261-262-264
Policy Outline . . . 261
Policy Questions . . . 262
Major Considerations . . . 264
Sample Policies . . . 264
8.10 Instructional Philosophy . . . 265
8.101 Academic Freedom . . . 265
8.102 Cross Cultural Opportunities . . . 265
8.103 Community Resources . . . 266
8.20 Instructional Goals and Objectives . . . 267
8.30 Curriculum Development . . . 268
8.301 Research and Development . . . 268
8.302 Curriculum Adoption . . . 268
8.303 Curriculum Guides and Course Outlines . . . 269
8.304 Teaching Materials and Facilities . . . 270
8.40 Basic Curriculum Design . . . 263-271
8.401 U.S. Programs . . . 271
8.402 National Programs . . . 272
8.403 Bilingual Programs . . . 273
8.404 Special Second Language Programs . . . 273
8.405 Dual Programs . . . 274
8.406 Other . . . 274
8.407 Religion . . . 275
8.408 Co-Curricular . . . 276
8.50 Grouping for Instruction . . . 263-276
8.501 Aptitude and Achievement . . . 276
8.502 Language Achievement . . . 276
8.503 Class Size . . . 277
8.504 Block Programs . . . 279
8.505 Other . . . 279
8.60 Textbook Selection and Adoption . . . 263-279
8.70 Graduation Requirements . . . 264-280
8.80 Interscholastic Athletics . . . 264-284
8.90 Adult Education . . . 264-286

9.0 **Students** . . . 286-287-290
Policy Outline . . . 286

Policy Questions 287
Major Considerations 289
Sample Policies 290
9.10 Responsive and Fair Educational Opportunity 287-290
    9.101 Correlation of Eligibility for Admission and Programs 290
    9.102 Student Population and Objectives 290

9.20 Admissions and Placement 288-291
    9.201 Admission Requirements 291
    9.202 Assignment of Students to Classes 296
    9.203 Transfers and Withdrawals 297
    9.204 Acceptance of Records from Other Schools 297
    9.205 Transfer Grades and Honors 297
    9.206 Preferential Conditions 297
9.30 Absences and Excuses 289-297-298
    9.301 Absences and Tardiness 298
    9.302 Excuses 300
    9.303 Truancy 300
    9.304 Released Time 300
    9.305 Students Leaving School Grounds 300
    9.306 Late Admissions and Early Withdrawal 301
9.40 Student Rights and Responsibilities 289-302
    9.401 Due Process 302
    9.402 Interrogations and Searches 302
    9.403 Interrogation of Pupils by Non-School People 302
    9.404 Conduct 302
    9.405 Smoking 305
    9.406 Alcohol Use 305
    9.407 Drug Use 305
    9.408 Dress Code 306
    9.409 Complaints and Grievances 307
    9.410 Compliance 308
    9.411 Excursions 308
    9.412 Use of School Telephone 309
9.50 Student Discipline 289-310
    9.501 Corporal Punishment 310
    9.502 Detention 310
    9.503 Probation 310
    9.504 Suspension 310
    9.505 Expulsion 311
    9.506 Forfeiture of Tuition 311
    9.507 School Bus 311
9.60 Pupil Personnel Services and Guidance 289-312
    9.601 Guidance Program 312
    9.602 Report Cards and Grading 313
    9.603 Student Conferences 315
    9.604 Parent Conferences 315
    9.605 Promotion and Retention 316
    9.606 Graduation 317
    9.607 Student Insurance Program 318
    9.608 Student Health Services 318
    9.609 Vaccinations and Immunizations 319

9.610 Communicable Diseases . . . 319
9.611 Standardized Testing and Evaluation . . . 319
9.612 Automobile Use. . . . 320
9.613 Accidents, Injuries, and First Aid . . . 320
9.614 Student Transportation . . . 321
9.615 Student Activities and Fees . . . 321
9.616 Student Organizations and Clubs . . . 322
9.617 Student Government . . . 324
9.618 Student Publications . . . 325
9.619 Student Social Events . . . 325
9.620 Community Activities and Performances by Students . . . 327
9.621 Employment of Students by School . . . 327
9.622 Solicitations of Students . . . 327
9.623 Solicitations by Students . . . 327
9.624 Gifts by Students . . . 329
9.625 Contests for Students . . . 329
9.626 Married Students . . . 329
9.627 Unwed Mothers . . . 329
9.628 Student Records . . . 329
9.629 Fines Applicable to Students . . . 330
10.0 Interorganizational Relations . . . 330-331
Policy Outline . . . 330
Policy Questions . . . 330
Major Considerations . . . 331
Sample Policies . . . 333
10.10 Host Country Government Relations . . . 330-333
10.101 Local Government . . . 333
10.102 State Government . . . 333
10.103 National Government and Ministries . . . 333
10.104 Schools, Colleges and Universities . . . 333
10.20 U.S. Government Relations . . . 330-334
10.201 Local Educational Agencies . . . 334
10.202 Office of Overseas Schools . . . 334
10.30 U.S. Public and Private Universities . . . 330-334
10.301 In-Service Education . . . 334
10.302 Student Teachers . . . 334
10.303 Research and Consultation . . . 335
10.40 Regional and International Association and Clusters of ASOS . . . 330-335
10.50 U.S. Accrediting Agencies . . . 335
10.60 International Organizations . . . 335
11.0 Boarding Facilities . . . 335-336
Policy Outline . . . 335
Policy Questions . . . 335
Major Considerations . . . 335
Sample Policies . . . 336
11.10 School Owned . . . 335
11.20 School Arranged and Approved . . . 335
12.0 Fund Raising . . . 336
Policy Outline . . . 336
Policy Questions . . . 336

Major Considerations . . . 336
Sample Policies . . . 337
13.0 **Miscellaneous** . . . 337

BIBLIOGRAPHY . . . 338

CHAPTER I

THE IMPORTANCE AND NATURE OF POLICY

Introduction

The term, American Sponsored Overseas Schools (ASOS), is used by the Office of Overseas Schools of the United States Department of State to identify 134 schools in 78 countries which have received assistance and support from the U.S. Government. Even though there are some exceptions, these private schools are non-governmental, non-profit, non-denominational, independent schools. Many other American or American-type schools also operate overseas, including schools for children of military personnel, schools operated by organized religions, privately owned, profit-making schools and several schools mainly characterized by instructional programs in the English language. The American Sponsored Overseas Schools (ASOS) enroll approximately 40,000 of the 250,000 school-age children of the U.S. citizens residing overseas. Additionally, the ASOS enroll approximately 40,000 children from the host countries and from approximately 90 other countries. These ASOS are not operated by the U.S. Government, and indeed ownership and *policy control* are typically the responsibility of associations of parents or founders who elect or appoint a school board, and charge them with employing a chief administrator and with developing policy for the operation of the school.

Even though the laws and other requirements of the host country in which an ASOS is located may control or delimit policies, the typical ASOS is largely responsible for its own destiny, and its quality is largely a function of the competency of the school board and the chief administrator they employ. Due to the high turnover rate of school board members and chief administrators in ASOS, the existence and continuing development of policy to guide the ASOS are critical requirements for each and every ASOS.

The ASOS is a generic term used for the purpose of identifying schools eligible for support from the U.S. Government; it should not be interpreted to mean that the schools have a high degree of similarity in goals, instructional programs, pupil population, personnel qualifications, or organization. The chief common characteristics of ASOS are these: (1) they serve the needs to varying degrees of the children of U.S. citizens overseas, (2) they are relatively independent, (3) the basic language of instruction is English, (4) they are non-governmental, (5) they are relatively free to establish their own goals and their own plans to attain those goals, and (6) they are generally under-financed in relation to the complexity of their stated goals, and experience great difficulty in establishing priorities because of the variety of demands made on them.

Because of their nature, the ASOS have few opportunities to utilize the developments of the U.S. education community; however, they do follow generally the pattern of U.S. school board organization and board-superintendent relationships. This similarity is true because U.S. schools generally aspire to "local control" (even though this is increasingly less true in fact) and the ASOS generally do have substantial control by parents and others directly interested in the school. Thus the concept of an ASOS board establishing policies which set and guide a course of action for the school's future, and employing a chief administrator to carry out the policies, is very compatible with the U.S. system of local control. Even though the concept is similar, the goals and circumstances of the ASOS are in most cases unique, not only in relation to U.S. education but also in relation to each other.

Policies, Rules and Other Definitions

Even though there are compelling reasons why every school... including the ASOS and those in the U.S.... should have clearly stated and easily understood policies, rules and information documents, there is substantial evidence that the vast majority of schools are seriously underdeveloped in this important area. Approximately 40 percent of the ASOS report that policies are not complete and adequate, and an additional 30 percent who reported that policies were complete and adequate had superintendents who had been in their positions for less than two years. Furthermore, many of the schools cannot exhibit a policy manual or any other compilation of policies. As a minimum, the conclusion that policy development in the ASOS is a need can be supported.

Definitions of policies, rules and information documents vary substantially because each deals with a role definition as well as a functional definition; that is, boards set policy, administrators implement policy through various devices including rules, information documents, *et cetera*. In practice, however, boards tend to become increasingly involved with functions other than traditional policy determination and trusteeship. The role of the board itself is an excellent example of the need for clearly stated and understood policy by the board and by the superintendent.

The Educational Policies Service of the National School Boards Association (EPS/NSBA) in the U.S.A. uses the following definitions for policies and rules:

> "Policies are principles adopted by the school board to chart a course of action. They tell what is wanted and may include also why and how much. They should be broad enough to indicate a line of action to be taken by the administration in meeting a number of problems day-after-day; they should be narrow enough to give the administration clear guidance.
>
> Rules are the detailed directions that are developed by the administration to put policy into practice. They tell how, by whom, where and when things are to be done."

In addition to policies and rules, all ASOS also have various information documents which may range from a required National School Calendar to the School Organization Chart to the National Labor Law (which includes the ASOS in many countries).

The importance of a board defining its role as a policy group rather than an operating or administering group is best explained by both their responsibilities and their competencies. Their primary responsibility is to establish the direction the school should follow. With a few exceptions, the ASOS board represents a school community, and is charged with the responsibility to set a course for the school that is consistent with its reasons for existing. This role is too important to be filled by any single group that is not directly representative and responsible to the school clientele.

Any organization needs someone who is its chief administrative officer. With policy guidance, he or she can develop the rules to carry out or to meet policies. This role must be filled by a professional full-time administrator. This administrator must have the guidance and the protection of the school board. An ASOS cannot be all things to all people... what it is, and for whom, is the responsibility of the board, not the administrator, even though his guidance is needed.

A Primer On The Roles and Relationships of Boards and Superintendents

Lay control may be the single most important characteristic of American education, and hence American schools. The ASOS are operated, with a few exceptions, from this very basic premise. Lay control recognizes that parents and a school "community" should have a strong voice in the education of children and youth. The majority opinion in the U.S. is that education, unlike many other professions, should not be controlled by the profession itself, but that what children and youth are taught is indeed too important to exclude the citizenry in general and parents in particular. The teaching-learning process, however, is the responsibility of the professional, and lay opinion is limited. This relationship of laymen/professional is the essence of the school board/chief administrator relationship. This separation of function indeed may be the greatest single difference between the ASOS and the typical private school. The typical private school is usually either: (1) endorsed by someone or some group to assure that a certain type of education is available, or (2) operated... either as non-profit or profit making... according to certain preconditions, with its existence being dependent on enough parents choosing what it offers as a matter of prior agreement. Otherwise, its economic survival is not possible. The modified lay control of the ASOS, however, has a greater similarity to U.S. public schools than to U.S. or other private schools. Hence, the substantial responsibility placed on the board is to guide the school in a manner that represents the best possible education for the children who are eligible to attend (which is a major policy question itself). An obvious problem in confining a board to a policy making role is that many board members are administrators in their own professions and, furthermore, the normal inclination of many people to suspect that they are educational experts. A professional administrator and educator simply cannot respond to several part-time superiors concerning day-to-day operations of a school. If he is forced into a work pattern in which he spends many hours listening to and responding to individual board members, it is unlikely that he will have time to provide the direct leadership to the school which is needed. This is the primary reason why most board policies give almost absolute power to the board in session, and no power to board members as individuals. If a board continually questions the ability of the superintendent to administer the school or begins assigning administrative responsibilities to individual board members, then it probably should employ another superintendent in whom it has confidence. The board should evaluate its own efficiency also. Curtis, referring to the relationship of the board and the superintendent, writes:

> "Indeed, the efficiency of a board of education is generally indicated by the extent to which it delegates authority and administrative functions to the superintendent and his staff so that the board's attention can be devoted to policymaking, appraisal, and planning. Accordingly, one of the most significant tasks of a board of education is its work with the superintendent of education." (2, p. 33)

The question of priorities and priority setting is a major topic for education. How a board utilizes its time is such a question. It is important to comprehend that there is strong evidence that the lack of clearly defined directions for a school constitutes a far greater void than does the lack of rules and day-to-day management. Some school board members may indeed have the competencies to help to administer a school, but there is much evidence that such action is detrimental to the long range development of a school. In the final analysis, the school must have one chief administrator, and all other administrators must report to him or her.

The duties of the superintendent in relation to the board and the duties of the board in relation to the superintendent may vary substantially from one ASOS to another. It is incumbent upon the board and the superintendent in any school to define clearly the duties of each in relation to the other. Several lists of duties have been prepared, and some parts of these may be helpful to the ASOS.

A manual for ASOS school board members in Colombia proposes that:

> Much of the work done by a board is directed toward handling problems which have not been resolved by the established policies of the school. The nature of the problems with which they are confronted indicate the general areas of dysfunction of the school. While the Board must devote a great deal of time to the reformulation and interpretation of existing policies, it should also make adjustments in the policies in anticipation of problems which may arise due to gradual changes in the purposes and functions of the school. (35, p.1)

The manual further defines the duties of the board as:

1. Have general administration and supervision of the school and educational interests of the section of the community served by that school.
2. Attempt to maintain an effective system of education in the schools which they direct.
3. Hold in trust, property, funds and claims of the school.
4. Appoint a Director who will serve as the Board's executive and administrative officer and fix his salary and term of office.
5. Determine with, and on the advice of the Director, the educational policy and prescribe the rules and regulations for the conduct and management of the school.
6. Appoint, upon the written recommendation of the Director, all principals, teachers, and clerical assistants authorized by the Board.
7. Subject to the provisions of the Colombian law, dismiss teachers or other employees for immorality, misconduct in office, insubordination, incompetency, or willful neglect of duty, or when the interests of the school requires.
8. Exercise through the Director and his professional assistants, control and supervision of the schools.
9. Arrange for transportation of pupils if this is an assumed responsibility.
10. Provide for and insure a physically healthy plant in which the children are educated.
11. Upon the written recommendations of the Director, prescribe a course of study for the schools.
12. Upon the recommendation of the Director, prescribe forms and blanks for reports required of professional assistants and other employees.
13. Cause to be prepared and distributed annually, an itemized statement of all receipts and disbursements of the school including a statement of the condition, needs for improvement, and accomplishments of the school.
14. Acquire or purchase, lease, receive, hold, convey and transmit real property and construct and maintain school buildings for school purposes.
15. See that all school property is insured for its insurable value.
16. Recognize that in the event a higher body than the Board of Directors exists, that its responsibilities are delegated to it by that higher body and operate within the rules and responsibilities set forth by the delegating body. (35, p.1-3)

Curtis (1972) similarly, proposes that the duties and responsibilities of the superintendent should emanate from granting to him much freedom in managing the school, within board established policies, and should include:

1. The superintendent should be responsible for carrying out all policies and rules and regulations established by the board.
2. When matters not specifically covered by board policies arise, the superintendent should take appropriate action and report such action to the board at the next regular meeting.
3. All individuals employed by the board should be responsible, either directly or indirectly, to the superintendent.
4. The superintendent should make such rules and give such instructions to school employees as may be necessary to make the policies of the board effective. He should be authorized to delegate responsibilities and assign duties, it being understood that such delegation and assignment does not relieve the superintendent of responsibility.
5. Except when matters pertaining to his re-employment or salary are being discussed, the superintendent should be present at all meetings of the board.
6. The superintendent should be responsible for preparing and submitting to the board a preliminary budget for the ensuing fiscal year.
7. In accordance with policies of the board, the superintendent should have the authority, within the limits of major appropriations approved by the board, to approve and direct all purchases and expenditures.
8. The superintendent must submit to the board in writing his recommendations for all candidates for employment. The board, while having the authority to reject specific candidates, should employ other candidates only upon recommendation of the superintendent.
9. The superintendent should formulate and submit to the board personnel policies requisite for efficient functioning of the school staff.
10. The superintendent should provide professional leadership for the educational system, should formulate educational policies, and should report regularly to the board on all aspects of the system's educational program.
11. The superintendent should formulate and administer means of evaluating the work of each staff member and make his findings available to the board.
12. The superintendent should be responsible for the development and submission to the board of a plan for the maintenance, improvement, and needed expansion of buildings, sites, and other facilities.
13. The superintendent should serve as a representative of the schools before the public, and should be responsible for developing means of keeping the community informed about the schools.
14. The superintendent should keep a continuous inventory of all property, furniture, material, and supplies of the school system.
15. The superintendent should prepare an annual school calendar and submit it to the board for approval.
16. The superintendent should formulate and administer a plan for supervision of the schools.
17. Although the role of the superintendent is not clear when negotiations occur, he should, prior to any negotiations, establish a history of respected working relations between boards and faculties which can serve as a basis for mutual trust and understanding when the negotiation process actually comes to his system. (2, p. 37-39)

Curtis further comments about the superintendent's role and function within the context that indeed schools exist for boys and girls to be educated:

> "One of the superintendent's main functions is to act as educational advisor to the board. The only real purpose of a school system is to educate boys and girls and help them to learn and develop; and anything else which goes on in the system is only incidental to this one single purpose, and not an end within itself. Whenever matters such as qualifications of teachers, instructional methods, or questions involving the learning process arise or are considered, a board of education should look to the superintendent and his professional assistants for advice, counsel, and guidance. There is no substitute for the background of academic and professional training and experience in teaching boys and girls which the superintendent and teachers have." (2, p. 39)

The nature and circumstances of the ASOS are such that board functions tend not to be in balance: (1) they employ an outstanding superintendent and place on him total responsibility for policy and administration, or (2) they become overly involved in the day-to-day administration of the school. Both actions appear to result from the following:

1. People are elected or named to the board who simply have no interest in the school; or because they have a special interest... educational, political, social, or vindictive.
2. Newly elected board members are often well-intentioned but are not provided with adequate orientation. Obviously, if a school has not developed policies, role orientation is not productive.
3. The high turnover of board members in the ASOS, in the absence of adequate policy direction for the school, results in confusion and sometimes impulsive rather than planned and considered action.
4. The high turnover of ASOS superintendents, coupled with a higher-than-normal incidence of undertrained and inexperienced administrators, frequently places the board in a position of temporarily assuming some administrative responsibility.
5. The close knit nature of many ASOS communities results in board-supported nominations of personnel for ASOS positions of individual friends, who may be charming but unqualified.
6. Even though each ASOS is not unique, all do have many differences in addition to similarities. Some boards tend to adopt policies of other schools without adequate deliberation and thereby create confusion about their own direction. The greatest commonality among the ASOS may be underdeveloped policy. If this is the case, the common but serious problem of communication about a school is intensified. Employing a superintendent whose beliefs are not in harmony with the board about the direction of the school is a possible result.

These six examples often result in boards abrogating their primary responsibility of policy development and involving themselves individually in functions which should be confined to professional administrators. Often, a board will be so pleased when it does employ a highly qualified administrator, that it will welcome the opportunity not to be involved with the school except in a nominal manner. In the final analysis, any experienced board member tends to agree that the recruitment and selection of a well-qualified superintendent is the single most important decision they make as a board member.

The literature, including guides, reports, recommendations and similar materials usually describes the duties of the board generally as follows:

1. Select the superintendent and support him in the discharge of his duties.
2. Pass upon the annual budget prepared by the superintendent or under his direction.
3. Advise with the superintendent upon educational programs and activities, showing due respect for his academic and professional training and experience.
4. Appoint, upon the recommendation and nomination of the superintendent, teachers, principals, and other employees.
5. In consultation and discussion with the superintendent, determine the schedule of salaries.
6. Require of the superintendent, and review, business and financial reports on the school system.
7. Require regular school progress and achievement reports of the superintendent.
8. In consultation with the superintendent, adopt school policies, by-laws, and rules and regulations.
9. Approve expenditures in line with a budget previously adopted.
10. Act as a court of appeal for teachers, pupils, principals, supervisors, and patrons in cases which the superintendent may be unable to dispose of or which may be appealed from his decision.
11. In cooperation with the superintendent and his staff, make educational and school plans for the future.
12. Appraise or evaluate the work of the superintendent and the public schools.
13. Establish clearly the role expected of the superintendent when and if the negotiation process comes to the system. (2, pp.39-40)

These duties are general and also are elementary. They do identify duties but they also obviously imply the important but elusive attitude of the board and of each board member.

Various creeds, codes of conduct and of ethics have been developed which relate to school board members. The creed prepared by Phi Delta Kappa is replete with both policy and attitudinal dimensions:

*I will hold the superintendent of schools responsible for the administration of the schools.

*I will give the superintendent of schools authority commensurate with his responsibility.

*I will expect the schools to be administered by the best trained technical and professional people it is possible to procure.

*I will elect employees only on the recommendation of the superintendent.

*I will participate in board legislation only after considering the recommendation of the superintendent, and only after he has furnished complete information supporting his recommendations.

*I will expect the superintendent of schools to keep the board of education adequately informed at all times through oral and written reports.

*I will expect to spend more time in board meetings on educational programs and procedures than on business detail.

*I will give the superintendent of schools friendly counsel and advice.

- *I will refer all complaints to the proper administrative officer or insist that they be presented in writing to the board as a whole.
- *I will present any personal criticisms of employees to the superintendent.
- *I will provide adequate safeguards around the superintendent and other personnel so they may perform their proper functions on a professional basis. (35, p. 41)

In conclusion, the most important point about the roles and relationships of boards and superintendents is that roles should be clearly defined and understood by all parties, and that policies should be approved only after careful and systematic deliberation, and that rules and regulations should reflect administrative competency.

Why American Sponsored Overseas Schools Need Policy

In this section, the proposition is set forth that all schools need to have policy, but that the ASOS has an extraordinary need for policy. The author's opinion, based on twenty years of contact with ASOS and as one who studied the ASOS systematically, and who has met with hundreds of ASOS board members, superintendents, and teachers, is that the single most undertreated area in the ASOS is policy, rules, and information documents. The conditions which have resulted in this void or underdevelopment happened as a normal condition of the ASOS and, in many cases, from their history.

That some ASOS simply came into existence without any particular philosophy, and with oversimplified objectives, is undoubtedly true. Some were founded simply because no schooling in the English language was available, others as a protest against existing schools which did not meet certain needs of certain children. Most, however, were founded for purposes which do not currently reflect the reality of the school. Indeed, most of the schools are far more complex, and serve many more and many different purposes than their original founders had conceived. The result of this type of largely unplanned development has often created serious lags and inconsistencies in the stated objectives of the school and the reality of the operation and function of the school. The single most common reason for this ambiguity is that ASOS boards and superintendents have not developed policies and practices which guide pupils, parents and teachers in being able to identify the nature and direction of the school.

The harshness of the above statement is both tempered and clarified by the following observations:

1. Many ASOS were founded to provide an American-type education for all U.S. children at an overseas site for whom acceptable educational opportunity was unavailable. From this quasi-public beginning, many evolved to a program (curriculum) that corresponded to selective admissions procedures, but policies did not reflect this change in purpose. Under such circumstances, parents often did not understand what they were buying, teachers planned work and taught in patterns inconsistent with both stated and implied policies. As the operation became a cauldron, turnover and confusion intensified. The school had no understandable policy that gave it cohesiveness.
2. Many ASOS were founded as schools with programs designed for a pupil population that was to be multinational and bilingual (English and the language of the host country). For a variety of reasons... declining U.S. population, economic needs to increase enrollment from any available source, declining revenues because an internal split resulted in a group of Americans to form their own school... several of these schools evolved

to a National school with an excellent program of English as a second language. Pupils, parents, teachers and administrators who believed they were learning and teaching in a multinational, bilingual school became ineffective and discontent because they had not understood the unwritten school policy which governed the nature of the school.

3. Most ASOS have been so burdened by high turnover and profound changes in the nature of the teaching learning process and in social and value changes that they have devolved to crisis management, and have little definition or clarity of direction.
4. Many ASOS offer the only alternative available for a U.S. child to attend a U.S. type school, and the parents and children constitute a captive group. If the school is responsive to the needs of the children, the school has new supporters; if it is not responsive, it has constant critics and internal dissension.

There are many other common cases of how schools have developed and changed far beyond the purposes for which they were founded. The major point, however, is that schools which operate outside of normal control and constraint of public accountability, have an extraordinary ethical and moral responsibility to pupils, parents and professional personnel to develop clearly defined policies, and to assure that practices in the school are internally consistent with those policies. A "buyers beware" stance is an intolerable one for an institution which functions to educate children and youth.

Simply stated, an ASOS cannot reasonably set a direction for itself without continuous consideration of the policies which guide it. A major axiom may well be that any important direction a school takes should be deliberate, not by default. Most good schools develop into being schools as a result of planned, deliberate action; most good schools continue to be good schools by the same process. The ASOS generally have the great difficulty in maintaining continuity of development because of the high turnover of people. This common problem can best be treated by developing policies, i.e., direction by the careful development of policy.

The EPS/NSBA, in its classification system for school board policy, reports the following rationale and reasons for the need for written policy:

> "The need for written policies and a system for keeping them up-to-date and responsive to change has perhaps never been greater. School boards today operate in a cauldron. They must deal with the conflicting demands of militant employee groups, restless students, angry community factions, and troubled taxpayers. They must cope with new modes of manners and morals, with the 'explosion of knowledge,' with the development of new educational technologies, with profound changes in social patterns and power structures. School boards today are expected to be both 'managers of change and diversity' and also guardians of the best of our nation's traditional values.
>
> The job of school board governance today is difficult indeed. Written policies, reflecting the best thinking of the best minds in the local community, make the job possible.
> Written policies show everyone that the Board is running a business-like operation.
> They inform everyone about the Board's intent, goals, and aspirations. Ambiguity, confusion, and trouble are more likely to result when policies are not in writing.
> They give credence to Board actions. People tend to respect what's in writ-

ing, even though they may not agree with every jot and title in the Board's policy manual.

- They establish a legal record. This is especially important for those policies that carry the force of law.
- They are impersonal. They make whimsical administration difficult.
- They foster stability and continuity. Board and staff members come and go, but the policy manual (kept updated, of course) endures and helps assure smooth transitions when organizational or staff changes occur.
- They give the public a means to evaluate Board performance. Publicly pronounced policy statements prove that the Board is willing to be held accountable for its decisions.
- They contribute to the Board's efficiency. Many routine decisions can be incorporated into written policies, thereby freeing up Board meeting time for more important matters.
- They clarify Board-superintendent functions. When the Board establishes policy guideline, the superintendent can get on with his daily work.
- They help disarm crackpot critics. The accusations of local cranks seldom prevail in districts that have clearcut and timely written policies that reflect thorough research, sound judgment, and careful planning." (73, pp. 1-2)

Additionally, and specifically applicable to the ASOS, are other reasons for having written policies and rules, and readily available information documents:

1. High turnover of personnel requires that written policies, rules and information documents be highly developed to assure that the school maintains an uninterrupted pursuit of improvement without high repetition of effort.
2. The high incidence of ASOS and their personnel subject to host country laws and other requirements demands that the ASOS have carefully designed policies and procedures to accommodate resulting needs. The complexities of immigration requirements, personnel benefits and obligations, national tax laws, travel and authorization to work documents, requirements to enter and leave the country, and a magnitude of other national considerations are overwhelming to school personnel if they are not provided with information, procedures, and the means of assistance in most cases.
3. The differences in conditions of employment, benefits, cost of living differentials, and relocation allowances are commonly misunderstood in the ASOS. Policies to assure fairness in the treatment of employees according to qualifications and conditions (rather than nationality for example) are a peculiar need.
4. Schools that have multinational pupils and personnel, and bilingual and special programs such as many ASOS have, require policies not common to schools in general in order to enhance communication and understanding of a very complex curriculum which requires a higher level of supporting practices and procedures.
5. Formal and informal arrangements which link ASOS to U.S. schools, U.S. government, each other, and to U.S. higher education require policies which are unique to the ASOS.
6. The single most important self-imposed commitment by an ASOS is to seek accreditation by a U.S. regional accrediting association. If such an action is undertaken, policies must be consistent with general standards

and principles of the minimum conditions for accreditation.

The ASOS indeed needs policy for many of the same reasons that U.S. schools do and, in addition, for many more reasons.

Attaining Organizational Goals: Potential for Conflict

One great commonality between American Sponsored Overseas School and public schools in the United States of America is their propensity either to organize along the lines of the traditional Weberian model for business and governmental bureaucracies or for their boards of control to view their schools' organization from a business oriented vantage. Boards of control in ASOS commonly have a large proportion of members with training and experience in business or government. Personnel in ASOS have little experience or understanding of profit motives, profit driven decisions, line and staff organization, or attainment of organizational goals by other than normative means. The result of these differences is that there is a higher than average potential for conflict and disagreement between boards of control and school personnel.

One means of understanding this basic difference is to examine how organizational goals are reached. In organizational theory, the relationship between those who have power in the organization, and those over whom it is exercised and their response to it, is known as compliance. Any complex organization relies on the attainment of organizational goals as a measure of success. Power of some form is exercised to attain this compliance by employees. Those in power seek to create the highest possible congruence between organizational goals and the behavior/activities of those who are working to attain them. Power in any organization can be classified as one of four types: coercive, remunerative, normative, or social (even though business usually includes "social" as a part of normative). These major aspects of organizational theory are increasingly applicable to management, leadership and administrative personnel and increasingly inapplicable to non-technical personnel or personnel whose salary, working conditions, fringe benefits, etc. are determined by collective bargaining. The vestiges of coercive and remunerative power as the primary sources for personnel policies in U.S. organizations overseas remain more evident than they are in the U.S. Deference to the judgments of others because of rank, position, title or grade is more common in business and government than it is in education. These organizational characteristics tend to influence the development of policies and practices in the ASOS. Few serious problems result because most board members and superintendents recognize and understand these differences.

The professionally trained ASOS administrator tends to function from a power base that is normative rather than coercive or remunerative for several reasons. First and foremost, he believes that the transcending organizational goal of a school is to transmit the culture to each successive generation and to prepare people for an uncertain but complex future (which usually means that learning skills and developing the ability to learn are more important than knowing facts, which are results). Secondly, he is very sensitive to the conditions of learning and teaching which foster (or at least, do not damage) well-adjusted, productive and responsible people. He also knows that the positive conditions which produce or fail to produce learning cannot be specified in detail about one child and one teacher at one point in time. The cumulative effect of education and the infinite number of variables which affect learning are conditions which are not manageable enough to apply to any one teacher at any point in time. Knowing that there is no evidence to support the proposition that compliance of a teacher in teaching children to read is attained by extra remuneration or by requiring that such is attained, the administrator tends to follow normative means. He recognizes that different children learn in different ways at different rates and that teacher styles vary, and many different models work well for different teachers. To illustrate the point, he cannot translate the performance type objective of industry, such as assembling four electronic units each hour, to an educational objective of teaching 20 children to read at one grade level higher during a nine-month period. Under many circumstances, an excellent teacher may be successful with 75% of the children and an average teacher, with 85%. He also knows that even though certain behavior must be controlled, that telling a child to behave, or coercing him to read, either by giving him a cookie or a coin, will not result in learning.

The intangible climate which appears to foster better than any other one, the teaching-learning process is a structure which is designed to support program goals. (This is stated glibly as "the administrator serves the teachers.") All too often, administrators in schools become comfortable bureaucrats who tend to perpetuate their preferred functions rather than moulding the structure in accord with program needs and the kinds of assistance teachers need in order to develop responsive and productive learning experiences for children and youth.

From this cursory treatment of some of the differences in orientation between business, government, and educational administrators, board members and superintendents may understand better one area of potential conflict. Some of the specific examples which follow may be helpful:

1. There is an inherent and unavoidable conflict of interest when profit-oriented management is applied to schools and education. This does not preclude merit salary increases but it does preclude basing them on the performance of children as the criterion for evaluating a teacher.
2. Organizational patterns for schools must recognize competency as the basis for decision making, and recognize what kinds of decisions can be made best by what personnel with what competencies. For example, most teachers know much more about the teaching-learning process than do most principals and superintendents. Teachers, however, know less about finance, planning, policy and directing resources to priority needs. Teachers are the major source, however, in identifying needs and establishing priorities. They know less about legal and financial constraints, and the management and coordination of constraints to reduce their negative impact on the teaching-learning process. In short, an organization for education should not assume a hierarchy.
3. School board policies should be consistent with philosophical premises that recognize that schools are for children, and that professional employees perform best when accorded respect, involvement, support, and assistance based on what they need to best respond to the needs of children and youth.

Survey of ASOS Policy Status

A simple survey of the 135 ASOS was conducted by the author during 1974. Of the 135 ASOS, 107 participated in the study. The schools were divided into the six geographic areas of the world used by the Office of Overseas Schools of the U.S. Department of State. The highest percentage of response was from the Far East with 94 percent participating in the study; the lowest response was from Africa with 60 percent participating. Data are presented in Table I-1.

The topics included in the survey were those believed to be most pertinent to the policy status of the ASOS. Detailed data are presented in Tables I-1 through I-17 which follow the narrative.

TIME IN POSITION OF CHIEF OFFICER AND POLICY

The findings of this section of the study revealed six important facts: (1) approximately 60 percent of the superintendents have been in their current positions for less than two years, (2) approximately 42 percent reported that policies were not complete and adequate, (3) over 30 percent of ASOS administrators with less than two years of experience in their positions reported complete and adequate policy, (4) all administrators with more than five years experience reported complete and adequate policies were available, (5) approximately 10 percent of all ASOS chief administrators have six or more years of tenure in their current position, and (6) 20 percent of ASOS report that they do not have written policies.

The following conclusions can be supported: (1) the turn-over rate for ASOS chief administrators is approximately 40 percent annually, (2) approximately 90 percent of the ASOS will at any point in time have a chief administrator with less than six years experience in the position and approximately 60 percent will have less than three years experience, and (2) over 40 percent of the chief administrators believe policy is not complete and adequate.

Although not supported by the data, one may reasonably suspect that the responses of those in office for less than two years may not be reliable in reporting either adequate or inadequate policies.

The ASOS in the Far East report a higher percentage of beliefs that policies are complete and adequate (67 percent) followed by Europe (60 percent), South America (54 percent), with other regions reporting approximately 50 percent. A major conclusion is that policy development is a need in a significant number of the ASOS not only because of its current status but also because the continuity of the ASOS cannot rely on continuity of leadership as the means of providing a course of action for the future. Data are presented in Tables I-1 through I-8.

GRADE LEVEL ORGANIZATION

Twelve different organizations for grade level were reported by 106 ASOS responding to the study. The grade level organization is important related to policy for several reasons, primarily the level at which education is feasible in terms of need and cost. One-half of the ASOS in Africa provide education no higher than grade eight and this is true for 20 percent of the ASOS in the Far East. Sixty-one percent of the ASOS throughout the world provide a P-12 program. Several elementary schools will have some different needs for policy than will larger, more comprehensive schools; however, all probably have more common needs than uncommon ones. Data are presented in Table I-9.

TITLE OF CHIEF OFFICER

The chief administrator of an ASOS may have one of four titles: superintendent, director, headmaster, or principal. Superintendent and director are used equally in 63 percent of the ASOS, and headmaster (19 percent) and principal (14 percent) in the others. If the title is determined by function, superintendent is probably most descriptive and less confusing for the chief administrative officer. Director is used quite conveniently in Latin America because it translates easily. Headmaster usually refers to a person who is the head teacher and few ASOS chief administrators function directly in supervising instruction or demonstrating teaching. Headmaster is an archaic title for a chief administrator but probably has some appeal to a school that would like to be viewed as a private, somewhat exclusive school (which is uncharacteristic of ASOS with a few possible exceptions).

ROLE OF SUPERINTENDENT IN NOMINATING BOARD

Almost one-half (46 percent) of the ASOS Superintendents have a voice in nominating candidates for school board membership. In the European area, 63 percent participate and in the African area, 25 percent participate. There are two basic reasons why superintendents participate in nominating board members: (1) they frequently are aware of people who are interested in the school and its well being and development, and (2) they are aware of certain people who want to become board members for the wrong reasons, for example to be in a power position to retaliate because their children were unsuccessful in the school or to influence the employment of a friend. In either case, if the superintendent becomes involved, he or she is in a situation that is potentially harmful to the school and also he may easily be in a conflict of interest. If the Board assures through some systematic means, perhaps policy, that the process of nominating prospective board members is handled judiciously, the superintendent is usually well advised not to become involved in the process.

THE ASOS BOARD MEMBER

ASOS Board Members throughout the world have four fairly common conditions: (1) none receive pay for being a board member, (2) few receive expenses, (3) most have staggered terms, and (4) they can be re-elected to office. Board members probably should receive reimbursement of expenses incurred on behalf of the school. Perhaps the most important void in the development of ASOS board members is in their lack of opportunity to become professionally involved with their counterparts from other ASOS. Regional association meetings should involve more board members and funds for such involvement should be budgeted.

The average membership term of board members in ASOS is 1.88 years, ranging from a low of 1.4 years in Africa to a high of 2.2 years in Latin America. Board members may be re-elected; however, other studies by McGugan indicated that the total term of office is under two years. There is sufficient evidence to support the conclusion that turn-over of board members is of a magnitude that continuity of school development cannot be assured by continuity of leadership by long-term board members.

There are three common methods of constituting ASOS Boards: (1) 68 percent are elected, (2) 9 percent are appointed, and (3) 22 percent are a combination of elected and appointed members.

The number of members on boards ranges from a low of five to a high of twenty-four with a fairly even distribution of size in all seven major geographic areas. It is probable that boards with five to seven members operate as a contained board and that boards with larger numbers of members tend to operate by standing committees with most business handled by an executive committee.

The composition of the several ASOS Boards may include, by policy, that certain citizenships be included and that the U.S. Government is represented. In 45 percent of the schools, a U.S. Government representative on the Board is required and 47 percent require that the U.S. citizens be included on the Board. Host Country Board members are required in 23 percent of the ASOS and Third Country citizens in 22 percent of the schools. Data by region are presented in Table I-13.

The implementation of these policies in the ASOS results in board membership of 62 percent U.S. citizens, 22 percent Host Country citizens and 16 percent Third Country citizens. Third Country citizens in Europe and Africa are 20 percent and 27 percent and probably represent the greater number of pupils in these schools from an international school community. Mexico, Central America, the Caribbean and South America have few Third Country citizens, but do have almost half of the Board composed of Host Country citizens. These data are presented in Table I-13.

In 90 percent of the ASOS, the Board Chairman is elected for a specified term, and in 70 percent of the schools, the Chairman is elected by the members of the Board. In 96 percent of the cases, the Chairman may be re-elected; however, the average length of term of the Chairman is 1.3 years. Data concerning the election, re-election and term of office of the Board Chairman are presented in Tables I-15 and I-16.

ROLE OF PARENTS

In approximately 70 percent of the ASOS, parents have a voice in nominating candidates for the school board and voting rights in electing board members. This role is least frequently provided in Latin America and the Caribbean (55 percent) and most frequently provided in the Near East and South Asia (94 percent). The general tendency is the higher the percentage of U.S. children, the greater the participation of parents in nominating and electing board members. Data related to this area are presented in Table I-17.

AVAILABILITY OF POLICY

The policies are not made available to teachers in 19 percent of the schools and not to parents in 24 percent of the schools. This probably reflects a unique function for policy that relates to curriculum and instruction, or more likely, a very limited definition of what constitutes policy.

SURVEY: DATA TABLES →

TABLE I–1

TOTAL NUMBER AND PERCENT OF SCHOOLS RESPONDING TO THE ASOS SURVEY BY REGION

Region	Total Number of Schools Surveyed	Total Number of Schools Responding	% of Schools Responding
I. Mexico, Central America, Caribbean	17	13	76
II. South America	29	24	82
III. Europe	34	26	76
IV. Africa	20	12	60
V. Near East – South Asia	18	16	88
VI. Far East	17	16	94
TOTALS	135	107	79

TABLE I–2

SUMMARY OF OPINIONS BY FREQUENCY AND PERCENTAGE OF ASOS CHIEF ADMINISTRATORS CONCERNING ADEQUACY AND COMPLETENESS OF POLICY BY YEARS IN PRESENT POSITION

Years In Present Position	Number Of Chief Administrators	Responses: Policies Are Complete and Adequate			
		Yes	Percentage	No	Percentage
1	39	17	43	22	56
2	21	13	61	8	38
3	9	5	55	4	44
4	11	7	63	4	36
5	10	6	60	4	40
6	3	3	100	0	0
7	2	2	100	0	0
8	1	1	100	0	0
9	1	1	100	0	0
10	1	1	100	0	0
>10	3	3	100	0	0
TOTAL	101	59	58	42	41

TABLE I–3

OPINIONS BY FREQUENCY AND PERCENTAGE OF MEXICO, CENTRAL AMERICA, AND CARIBBEAN ASOS CHIEF ADMINISTRATORS CONCERNING ADEQUACY AND COMPLETENESS OF POLICY BY YEARS IN PRESENT POSITION

Years In Present Position	Number Of Chief Administrators	Policies Are Complete and Adequate			
		Yes	Percentage	No	Percentage
1	5	2	40	3	60
2	3	2	66	1	33
3	0				
4	1	0	0	1	100
5	2	1	50	1	50
6	0				
7	0				
8	0				
9	0				
10	0				
>10	2	2	100	0	0
TOTAL	13	7	53	6	46

TABLE I–4

OPINIONS BY FREQUENCY AND PERCENTAGE OF SOUTH AMERICA ASOS CHIEF ADMINISTRATORS CONCERNING ADEQUACY AND COMPLETENESS OF POLICY BY YEARS IN PRESENT POSITION

Years In Present Position	Number Of Chief Administrators	Policies Are Complete and Adequate			
		Yes	Percentage	No	Percentage
1	8	4	50	4	50
2	4	2	50	2	50
3	2	1	50	1	50
4	5	3	60	2	40
5	4	2	50	2	50
6	0				
7	0				
8	0				
9	0				
10	1	1	100	0	0
>10	0				
TOTAL	24	13	54	11	45

TABLE I–5

OPINIONS BY FREQUENCY AND PERCENTAGE OF EUROPE ASOS CHIEF ADMINISTRATORS CONCERNING ADEQUACY AND COMPLETENESS OF POLICY BY YEARS IN PRESENT POSITION

Years In Present Position	Number Of Chief Administrators	Policies Are Complete and Adequate			
		Yes	Percentage	No	Percentage
1	10	2	20	8	80
2	5	4	80	1	20
3	3	2	66	1	33
4	3	3	100	0	0
5	0				
6	2	2	100	0	0
7	2	2	100	0	0
8	0				
9	0				
10	0				
>10	0				
TOTAL	25	15	60	10	40

TABLE I–6

OPINIONS BY FREQUENCY AND PERCENTAGE
OF AFRICA ASOS CHIEF ADMINISTRATORS
CONCERNING ADEQUACY AND COMPLETENESS OF
POLICY BY YEARS IN PRESENT POSITION

Years In Present Position	Number Of Chief Administrators	Policies Are Complete and Adequate			
		Yes	Percentage	No	Percentage
1	6	3	50	3	50
2	2	2	100	0	0
3	1	0	0	1	100
4	1	0	0	1	100
5	0				
6	0				
7	0				
8	0				
9	0				
10	0				
>10	0				
TOTAL	10	5	50	5	50

TABLE I–7

OPINIONS BY FREQUENCY AND PERCENTAGE OF NEAR EAST AND SOUTH ASIA ASOS CHIEF ADMINISTRATORS CONCERNING ADEQUACY AND COMPLETENESS OF POLICY BY YEARS IN PRESENT POSITION

Years In Present Position	Number Of Chief Administrators	Policies Are Complete and Adequate			
		Yes	Percentage	No	Percentage
1	6	3	50	3	50
2	2	2	100	0	0
3	2	1	50	1	50
4	1	1	100	0	0
5	1	0	0	1	100
6	0				
7	0				
8	0				
9	1	1	100	0	0
10	0				
>10	1	1	100	0	0
TOTAL	14	9	64	5	35

TABLE I–8

OPINIONS BY FREQUENCY AND PERCENTAGE OF FAR EAST ASOS CHIEF ADMINISTRATORS CONCERNING ADEQUACY AND COMPLETENESS OF POLICY BY YEARS IN PRESENT POSITION

Years In Present Position	Number Of Chief Administrators	Policies Are Complete and Adequate			
		Yes	Percentage	No	Percentage
1	4	3	75	1	25
2	5	1	20	4	80
3	1	1	100	0	0
4	0				
5	3	3	100	0	0
6	1	1	100	0	0
7	0				
8	1	1	100	0	0
9	0				
10	0				
>10	0				
TOTAL	15	10	66	5	33

TABLE I–9

ASOS SCHOOLS, BY REGION AND GRADE LEVELS, 1975

GRADE	REGION*													
LEVELS	I		II		III		IV		V		VI		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
P–6	0	0	0	0	1	3	0	0	0	0	0	0	1	1
P–7	1	7	0	0	0	0	0	0	1	6	0	0	2	1
P–8	0	0	0	0	4	15	6	50	3	18	3	20	16	15
P–9	1	7	0	0	2	7	1	8	1	6	1	6	6	5
P–10	0	0	0	0	1	3	0	0	0	0	0	0	1	1
P–11	0	0	1	4	0	0	0	0	1	6	0	0	2	1
P–12	11	84	21	87	15	57	3	25	7	43	8	53	65	61
1–8	0	0	1	4	2	7	0	0	2	12	1	6	6	5
1–9	0	0	0	0	0	0	1	8	0	0	1	6	2	1
1–11	0	0	0	0	0	0	1	8	0	0	0	0	1	1
1–12	0	0	1	4	0	0	0	0	1	6	1	6	3	2
9–12	0	0	0	0	1	3	0	0	0	0	0	0	1	1
TOTAL	13	10C	24	100	26	100	12	100	16	100	15	100	106	100

*I. Mexico, Central America, Caribbean II. South America III. Europe
IV. Africa V. Near East-South Asia VI. Far East

TABLE I–10

TITLES OF CHIEF ADMINISTRATORS IN ASOS, BY REGION: 1975

TITLE	REGIONS*												TOTAL	
	I		II		III		IV		V		VI			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Superintendent	5	38	5	26	4	15	5	45	9	56	5	31	33	32
Director	8	61	11	57	9	34	2	18	0	0	1	6	31	30
Headmaster	0	0	2	10	8	30	1	9	4	25	4	25	19	18
Principal	0	0	1	5	4	15	3	27	2	12	4	25	14	13
Other	0	0	0	0	1	3	0	0	1	6	2	12	4	3
TOTAL	13	100	19	100	26	100	11	100	16	100	16	100	101	100

*I. Mexico, Central America, Caribbean II. South America III. Europe
IV. Africa V. Near East-South Asia VI. Far East

TABLE I–11

NUMBER OF CHIEF ADMINISTRATORS WHO HAVE A VOICE IN NOMINATING THE BOARD, BY REGION: 1975

Region*	Yes	Percentage	No	Percentage
I	7	54	6	46
II	8	35	15	65
III	17	63	10	37
IV	3	25	9	75
V	5	31	11	69
VI	9	56	7	44
TOTALS	49	45	58	54

* I. Mexico, Central America, Caribbean
II. South America
III. Europe
IV. Africa
V. Near East-South Asia
VI. Far East

TABLE I–12

BOARD MEMBERS WHO RECEIVE PAY, EXPENSES, HAVE STAGGERED TERMS AND MAY BE RE-ELECTED, BY REGION

	Receive Pay				Receive Expenses				Are Staggered				May Be Re-elected			
Region*	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
I	0	0	13	100	4	30	9	69	11	84	2	15	12	92	1	7
II	0	0	24	100	4	16	20	83	17	70	7	29	22	91	2	8
III	0	0	26	100	5	19	21	80	17	65	9	34	25	96	1	3
IV	0	0	12	100	4	33	8	66	10	83	2	16	12	100	0	0
V	0	0	16	100	2	12	14	87	10	62	6	37	16	100	0	0
VI	0	0	16	100	2	12	14	87	11	68	5	31	16	100	0	0
TOTALS	0	0	107	100	21	19	86	80	76	71	31	29	103	96	4	3

*I. Mexico, Central America, Caribbean
II. South America
III. Europe
IV. Africa
V. Near East-South Asia
VI. Far East

TABLE I–13

ASOS BOARD CONSTITUTION, RANGE OF NUMBER OF MEMBERS AND AVERAGE MEMBERSHIP TERM BY REGION: 1975

	Number of Boards whose members are:						Number of members per Board range from:		Board Members Average Membership Term (In Years)
Region*	Elected	%	Appointed	%	Both	%	Low	High	
I	10	76	1	7	2	15	5	24	2.2
II	20	83	3	12	1	4	6	22	1.8
III	15	57	4	15	7	26	6	20	2.1
IV	9	75	0	0	3	25	6	13	1.4
V	10	62	1	6	5	31	7	15	1.7
VI	9	56	1	6	6	37	8	14	1.9
TOTALS	73	68	10	9	24	22	5	24	1.9

*I. Mexico, Central America, Caribbean
II. South America
III. Europe
IV. Africa
V. Near East-South Asia
VI. Far East

TABLE I–14

COMPOSITION OF ASOS BOARDS BY REGION: 1975

	Composition of the Board Requires															
	U.S. Citizens				Host Country Citizens				Third Country Citizens				U. S. Gov. Rep.			
Region*	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
I	5	38	8	61	4	30	9	69	0	0	13	100	5	38	8	61
II	12	50	12	50	8	33	16	66	4	16	20	83	9	37	15	62
III	11	42	15	57	4	15	22	84	7	26	19	73	10	38	16	61
IV	9	75	3	25	4	33	8	66	3	25	9	75	10	83	2	16
V	7	43	9	56	4	25	12	75	6	37	10	62	11	68	5	31
VI	3	18	13	81	0	0	16	100	3	18	13	81	3	20	12	80
TOTALS	47	43	60	56	24	22	83	77	23	21	84	78	48	45	58	54

*I. Mexico, Central America, Caribbean   II. South America
III. Europe   IV. Africa
V. Near East-South Asia   VI. Far East

TABLE I–15

NATIONALITY OF BOARD MEMBERS IN ASOS, BY REGION: 1975

	Board Membership by Nationality							
	U.S. Citizen		Host Country Citizen		Third Country Citizen		Total	
Region*	#	%	#	%	#	%	#	%
I	68	50	65	47	3	2	136	100
II	108	50	81	38	24	11	213	100
III	173	68	30	11	51	20	254	100
IV	62	62	11	11	27	27	100	100
V	86	62	29	21	23	16	138	100
VI	116	77	7	4	27	18	150	100
TOTALS	613	61	223	22	155	15	991	100

*I. Mexico, Central America, Caribbean
II. South America
III. Europe
IV. Africa
V. Near East-South Asia
VI. Far East

TABLE I–16

ASOS POLICY: EXISTENCE, COMPLETENESS AND AVAILABILITY: 1975

	Policies are comprehensive. Approved by the Board, and in written form to guide the Board and the Chief Officer.				Policies are complete and adequate (in the opinion of the Chief Officer)				POLICIES ARE AVAILABLE TO:											
									TEACHERS				PARENTS				OTHERS			
REGION*	YES	%	NO	%	YES	%	NO	%	YES	%	NO	%	YES	%	NO	%	YES	%	NO	%
I	11	84	2	15	7	53	6	46	12	92	1	7	11	84	2	15	7	53	6	46
II	21	87	3	12	13	54	11	45	17	70	7	29	15	62	9	37	14	58	10	41
III	22	84	4	15	15	57	11	42	22	84	4	15	21	80	5	19	17	65	9	34
IV	10	83	2	16	6	50	6	50	9	75	3	25	9	75	3	25	9	75	3	25
V	13	81	3	18	9	56	7	43	13	81	3	18	12	75	4	25	11	68	5	31
VI	13	81	3	18	10	62	6	37	14	87	2	12	13	81	3	18	12	80	3	20
TOTALS	90	84	17	15	60	56	47	43	87	81	20	18	81	75	26	24	70	66	36	34

*I.	Mexico, Central America, Caribbean	II.	South America
III.	Europe	IV.	Africa
V.	Near East - South Asia	VI.	Far East

TABLE I–17

TERM OF OFFICE AND RE-ELECTION OF ASOS BOARD CHAIRMEN: 1975

	Chairman is elected for a specific term.				Chairman may be re-elected			
REGION*	YES	%	NO	%	YES	%	NO	%
I	13	100	0	0	12	92	1	7
II	23	95	1	4	24	100	0	0
III	22	84	4	15	23	92	2	8
IV	12	100	0	0	12	100	0	0
V	14	87	2	12	15	93	1	6
VI	13	81	3	18	15	100	0	0
TOTALS	97	90	10	9	101	96	4	3

*I. Mexico, Central America, Caribbean   II. South America
III. Europe   IV. Africa
V. Near East - South Asia   VI. Far East

TABLE I–18

METHOD OF ELECTING ASOS BOARD CHAIRMEN AND AVERAGE LENGTH OF TERM: 1975

Region*	Number of Boards Whose Chairman is elected by: Board	Percentage	Electing Group	Percentage	Other	Percentage	Average Length of term of the Chairman (In Years)
I	9	69	3	23	1	7	1
II	19	79	4	16	1	4	1
III	21	80	2	7	3	11	1
IV	12	100	0	0	0	0	1
V	10	62	3	18	3	18	1
VI	12	75	3	18	1	6	1
TOTALS	83	77	15	14	9	8	1

*I. Mexico, Central America, Caribbean
II. South America
III. Europe
IV. Africa
V. Near East-South Asia
VI. Far East

TABLE I–19

	The Parents Always Have A Voice In:							
	Electing the Board				Nominating Candidates			
Region*	Yes	%	No	%	Yes	%	No	%
I	7	53	6	46	7	53	6	46
II	14	58	10	41	14	58	10	41
III	16	61	10	38	17	65	9	34
IV	10	83	2	16	9	75	3	25
V	15	93	1	6	14	87	2	12
VI	12	75	4	25	12	75	4	25
TOTALS	74	69	33	30	73	68	34	31

*I. Mexico, Central America, Caribbean
III. Europe
V. Near East-South Asia
II. South America
IV. Africa
VI. Far East

Summary and Commentary

Any school needs to have policies, rules and information documents. *Policies* are developed by school boards to chart a course of action for a school... they identify what is wanted. *Rules* are developed by administrators to put policy into practice. *Reference documents* contain information needed by the school board and/or school administrators.

A very common and frequent area of conflict in schools is the relationship between the Board and the Superintendent. First and foremost, Board members should be advocates of the total school and its development and improvement, and should accept the axiom that their power is the collective power of the Board functioning as a Board. They should not represent a special interest and should not attempt to exert power or influence as individuals. In fact, the exact relationship between the Board and the Superintendent cannot be reduced to a set of policies, but ultimately relies on the spirit and good faith of all parties in being able to identify school improvement as a transcending common goal. This does not mean that a definition of roles and functions is not needed; it means that if the spirit is missing, the best set of policies possible will not result in a good school.

The Board has a tremendous responsibility to foster the conditions that best support the teaching-learning process. The Board, functioning as a Board, should ascertain that each Board member understands the role of the Board and the appropriate behavior of each Board member. Those who attempt to use the school as a platform for their own purposes should be censured by the Board and removed if necessary. Too often a Board is reluctant to appropriately govern its own members, and one bad Board member can create a climate that becomes intolerable. The net result will be a school that is disrupted, and the consequence will be that children and youth will have their education retarded.

The Board should employ a competent superintendent, and he should also be expected to exercise competency and leadership. The Board should be no more reluctant to censure or remove a bad superintendent than it is in dealing with a bad Board member.

The American Sponsored Overseas Schools have a great need for policy and rules. In addition to the normal reasons applicable to all schools, the ASOS are also confronted with a superintendent turnover of approximately one-half every two years and the turnover of Board members is also high. Because of these conditions the ASOS, without carefully developed policies and rules, will lack continuity and expend countless hours of energy in deliberation and crisis management. Time and energy should be utilized in goal setting and in creating the best possible conditions to foster the teaching-learning environment.

There are many lists which describe the roles and functions of School Boards and of Superintendents. All have some value and should be read. The most important, however, are simple:

1. The Board must be composed of people with a sincere interest in the total school, the members should understand the underlying philosophy of lay control of education, they should employ the best possible and most competent chief school administrator available and should support him and trust him (if they can't do so, they should replace him... not quarrel and squabble with him and the school), they should be available to offer advice but should not pester the superintendent with individual requests for special favors or information (if they have the need for information or if policies need to be changed, such should be handled in a Board meeting), and finally they should do their homework about what course of action the

school should be following and about what supporting policies are needed to move the school in the direction that best supports the attainment of its responsibility for the education of children and youth.

2. The Superintendent should be well trained, competent and willing to work in a position that is extraordinarily demanding even under the best of circumstances. He should know and continue to learn more about modern management, the teaching-learning process, and planning and policy development and administration. The hip-pocket, frost the cake to cover the cracks, tell the good story, grease the squeaking wheel or shoot the quacking duck administrator is hopelessly incompetent to manage an organization as complex as a school. Such an administrator should re-train or change professions (not just location).

School clientele (and the public) should understand that it is increasingly difficult to get outstanding people to serve as school board members or to enter the field of school administration. The long range consequence of this situation is serious. Understanding, support, and positive help by all concerned with education and schools is necessary if they are to develop and improve as institutions more and more responsive to the needs of children and youth.

All people in ASOS and all of those concerned with them should develop patience, understanding and a high tolerance for ambiguity. The major fact that should sustain and reinforce Boards, administrators, teachers, parents and children is that the progress of the ASOS during the last decade has been exceptional. There is clear, demonstrable evidence that the ASOS are providing an increasingly better education each year.

Poor and mediocre schools that never seem to improve are usually those which have no plan or no systematic approach to improvement. Their major commonality is the absence of policy.

Schools which evidence improvement are generally those which: (1) have a plan, i.e., they know where they are at any point in time (status), can identify where they want to be (goals), and have developed specific actions to develop from where they are to where they want to be (strategy); and (2) have developed written policies that guide, control and foster the plan; and (3) have boards, administrators, teachers and clientele who are committed to these three elements above any other considerations.

Pertinent Considerations

There are several considerations which should be recognized by ASOS Boards of Directors and Superintendents which are related directly to policy and rules, but which do not usually appear in a policy guide.

1. It is unlikely that any ASOS has need for all or even most of the items which are included in this guide or in other guides or outlines. It is equally unlikely that all ASOS have the need for the same policy topics. Therefore, the comprehensiveness of this guide includes more topics than any ASOS needs but each item is probably pertinent to some schools.
2. Based on the experience of many superintendents and board members, schools without written policy or with too much written policy tend to operate in a similar manner, which is simply creating operating policy each time the need requires it. All schools need written policies but schools should not develop policies simply for the purpose of having them. Policies should assist a school to accomplish what it seeks and aid the administrator. If policies become a burden and consume more time and energy than they save, they are probably inappropriate.

3. There are few policies which do not have exceptions. Three major points should be considered concerning this. First, policies should not be approved which treat topics in detail which do not, by their nature, lend themselves to detailed treatment. Examples may relate to work permits, importation of instructional materials, and certain local regulations. Secondly, policies concerning personnel may be rigorously controlled by labor laws and the policy may be no more than authorization for the superintendent to employ a counselor to work with the Board and the Superintendent to guide them in matters related to the labor laws. Thirdly, a policy which authorizes the superintendent to suspend policies or make exceptions to them is needed. The major policy question is how he does it. The options are usually: (1) individually (or in consultation with the Board President) with advisement of such action to the Board at their proximate meeting, or (2) with the approval of an executive committee of the Board.
4. Policy can be used inappropriately to legitimize the action of the administrator or the Board if they care to use it, but not bind them if they choose to ignore it. If exceptions to policy become frequent, policies should be rewritten or abandoned.
5. Many school administrators have not had recent training in planning and tend to view policies as separate from an overall school plan for development and improvement. Indeed, many ASOS may not need the complex plans which are developing in the U.S. which interrelate goals and policies determined locally with municipal, state and federal opportunities and constraints and with case law and court orders. The ASOS does compare generally more to U.S. public than to private schools, but even U.S. private schools generally are subject more and more to required regulations and procedures. ASOS administrators and Boards, however, should not conclude that policies are not viable for their situation or that they are simply requirements which must be met but not viewed in good faith. Indeed, a case can be made that the ASOS, even though relatively small in enrollment, represent a microcosm of the problems, potentials and magnificent opportunities for intercultural education. The problems and potentials of an ASOS with 600 pupils may be different than those of a U.S. district with 12,000 pupils, but only in kind, not in number or complexity. To view a small ASOS as a simple organization with no need for sound policies and competent administration is a gross error.
6. In spite of many definitions and clarifications, the line between policy and rules is very narrow. In practice, superintendents are directly involved in policy and rules (administration) and Board members in ASOS necessarily become involved in rules as well as policy and trusteeship. For example, it is quite appropriate for the Board to consider and approve the rules and procedures for the collection of tuition and the consequences of nonpayment. It is also expedient for the Board to be involved in rules and procedures and conditions of several policy areas, such as use of the school plant, use of drugs, and relations with public media. In fact, most conflicts in ASOS about appropriate roles for the Board and for the Superintendent develop in the area of who is most competent to do what, or in the area of limiting the superintendent's authority, prestige and power to provide reasonable leadership in getting the job done.
7. Related to the preceding item are those intangibles of confidence and mutual respect. In some cases, administrators have been so incompetent that Boards have had no choice other than to become school administrators.

In some cases, administrators have been so competent that they cannot brook interference by Board members who want to dabble in school administration. Boards who understand their roles, competencies and limitations and administrators who are competent may have many problems, but rarely with each other about their respective roles.

8. Even though the ASOS probably have more in common with U.S. public schools than with any other group of schools, their most common characteristic is their relative autonomy. This has resulted in great diversity in how the different ASOS have developed. Some believe that they are unique and in some ways they are. Many ASOS are tempted to idealize what someone thinks they should be or to adapt policies that appear to be respectable or simply to meet a requirement. If one chief characteristic of U.S. education can be applied to the ASOS as a group, it is the historical premise, uniquely American, that a school has the right to be what its clientele want it to be. This premise is now more viable in the ASOS than it is in the U.S. Nevertheless, a school should be evaluated not on the basis of its goals but on the basis of how well it is organized, managed, financed, and guided toward the attainment of its goals. Probably the most valid criticism of the ASOS as a group is related to the concept of truth in advertising. Does the parent know what he is buying? Does the superintendent know what is expected of him? Can parents and teachers find out what the school really is? Do employees, parents and pupils understand the conditions of their relationship with the school and with each other? Are practices and procedures internally consistent? Is fairness, equal and logical treatment assured? Is the curriculum designed to meet the needs of children and youth admitted, and are all employees competent to do what is required of them? Is trusteeship exercised in a manner to assure that the greatest benefit possible is gained from the money expended? Are all reasonable steps possible followed in assuring that the school develops into the best possible school? These questions are the essence of policy. If a school can answer "yes," then it probably has excellent policies (they should be written, however, if for no other reason to provide access to information and to assure continuity as personnel changes).
9. An ASOS can get assistance in developing policy from many sources. In the final analysis, the Board has to make the final decision. There is no easy road to obtaining adequate written policy.

CHAPTER II

HOW TO DEVELOP SCHOOL BOARD POLICY AND HOW TO GET ASSISTANCE

This chapter has six basic purposes which are designed to assist school boards and administrators in American Sponsored Overseas Schools (ASOS) to develop policies that are appropriate for each individual school. The first basic premise followed is that all ASOS need policies but that the level and nature of this need will vary significantly from school to school. The second basic premise is that the capability of the many ASOS throughout the world to develop policy and to follow it varies substantially as a function of local considerations, organizational complexity, size and competency of personnel involved.

The six basic purposes are treated within the context of several major considerations. The purposes and considerations included follow:

PURPOSES	CONSIDERATIONS
1. To assist the ASOS to determine its need for written policy	A. Management sophistication B. Complexity of goals C. Recurring decisions D. Legal and regulatory involvement E. Voluntary requirements F. Continuity and turnover of board and administrative personnel G. Desire to standardize certain decisions
2. To assist the ASOS to identify factors involved in determining its policy status	A. Current written policies B. Policies not in policy manual D. Practice and precedents
3. To assist the ASOS to decide the most appropriate level and nature of policy function	A. Policy as a supporting component of a comprehensive planning and management structure B. Policy to provide continuity and to inter-relate rules to a course of action C. Policy to meet critical needs D. Informal policy
4. To assist the ASOS to plan and to implement the process of policy development	A. Policy development within a comprehensive, inter-related plan B. Policy development as a comprehensive need C. Policy review D. Incremental policy
5. To provide the ASOS with a procedural model for policy development as a continuous process	A. A procedural model

6. To provide the ASOS some options for getting assistance for policy development
    - A. Approaches
    - B. Committees
    - C. Orientation outline
    - D. External sources of assistance

These purposes and considerations are not in fact separate. Each purpose is related to all others and each consideration is also inter-related. The separation of the purposes and the considerations was the technique used to assure that the major points could be considered. The ASOS school board and superintendent should find this overview helpful as they decide their own way to develop policy and to get assistance if needed.

Determining Need

Management Sophistication

The level of management sophistication in the ASOS ranges on a continuum from simple to complex. Indeed, some ASOS are relatively isolated from internal and external conditions which normally require comprehensive policies and are no more complex than a U.S. elementary school with a principal and several teachers and a few hundred students (or less). This type of ASOS is rare, however. Many of the ASOS are complex organizations with all of the problems and potentials of any large school system. The vast majority of ASOS fall somewhere in between these two extremes. Each ASOS needs to determine how much management it needs at what level of competency according to what it seeks to accomplish, and what level of management is necessary to support its plans. It is an error to assume that organizational complexity is related directly to the size of the pupil population of an ASOS. Probably the most reliable measure of a school's need for policy is the distance between its status and its goals. If the school is not what its clientele want it to be, it is usually because of complex reasons. These may include: (1) a lack of management expertise, (2) an underdeveloped curriculum and a dearth of instructional processes which meet the needs of the pupils in a manner that is consistent with the school's goals, (3) underfinancing, (4) inadequate school plant, (5) undertrained personnel, (6) lack of staff development opportunities, (7) complex relations with national government agencies, and (8) a multitude of other internal and external factors. The extent to which these reasons exist as constraints or conditions in an ASOS will determine the level of planning and strategies needed to assure that the school progresses at a reasonable rate in attaining the quality of education for children to which it aspires. These factors are related directly to the organizational complexity needed and to the level of policy development required to support organizational goals.

Complexity of Goals

A school, by its very nature, tends to develop complex goals. The principal rationale for the belief that all schools need continuing policy development is based on two factors. First, it is improbable that any school has attained all of its goals, and secondly, because of the complex nature of the world and the incremental nature of knowledge, it is unlikely that any school does not continue to redefine, replace and add goals consistent with new and different functions of schooling for children and youth. Most ASOS have goals that are more complex than those of the typical U.S. school. In addition to subscribing to the typical and somewhat common goals of U.S. education, the ASOS may also include other goals as a result of the school's unique potentials, their unusual opportunities, or by necessity. For example, a common goal may be to prepare students for U.S. higher education; this goal may be expanded to prepare some students for higher education in the country or region in which the school is located. This obviously compounds the complexity of the goal. It may also require a bilingual program, and this may have implications for all grade levels in the school. Directly related to this goal, and more common, is the problem of transfer of pupils to other ASOS or to U.S. schools. If this is expanded to include national schools, the ASOS cannot avoid having complex goals. For example, bilingual, dual track programs require: (1) complex curricula and methods of instruction, (2) extra-ordinary instructional materials, resources and equipment, (3) sophisticated second language programs for teaching English and the host country language, (4) more support personnel, and (5) a highly-developed system for recruiting and selecting personnel and for providing continuing staff development programs. In most ASOS, other goals are also of a nature to increase the complexity of the organization. Included among these are: (1) enhancing learning and understanding as a result of cross-cultural opportunities, (2) designing programs equally responsive and adequate for short-term and long-term clients, (3) providing expanded pupil personnel services to cope with the confusions and uncertainties of parents and pupils during periods of adjustment and cultural shock, and (4) goals which result from learning opportunities naturally created in a school with children of many nationalities, first languages and cultural heritages. In determining the need for policy, any ASOS must consider the complexity of its goals as a major consideration.

Recurring Decisions

The number and frequency of decisions which recur is an additional factor to consider in making an assessment about the need for policy. Some recurring decisions which will be common can be predicted. For example, any ASOS can anticipate that some tuition payments will be in default, that some students will be suspended or expelled, that grouping by language ability, aptitude or other measures will be proposed, that curriculum organization will be considered periodically, that personnel practices concerning home leave, early leave, late arrival, equity for locally employed and U.S. homebased employed personnel will be questioned, that demand for expenditures will exceed availability of resources, and that people will need a clear understanding of the goals and purposes of the school. These examples of decision making needs and many others are more efficiently and fairly managed if they are developed into a policy mode. Many administrators are locked into a framework of constantly repeating elaborate explanations of their decisions because they do not have written policy available. They are also subject to charges of unfairness if they treat the same problem with inconsistent decisions on a case-by-case basis. An important consideration for any ASOS in determining the need for policy is the number of recurring decisions which are made, policy decisions which can be anticipated, and the most effective and efficient use of the time and energy of board members and administrative personnel. As a final observation, administrators and board members who are viewed as fair as a result of equitable and clearly stated policies may be nicked occasionally but are rarely cut.

Legal and Regulatory Involvement

Various legal and regulatory contingencies influence the need an ASOS may have for policies. If an ASOS is legally constituted as a school, it is usually subject to various requirements which lend themselves to policy statements. For example: (1) the elementary or basic education program of an ASOS may, by requirement, include a dual program and/or be required to teach certain courses in the host-country language, and perhaps with national citizens as teachers, (2) personnel policies may be dictated in part by national labor law, (3) the school calendar, including holidays, may be subject to national law or requirements, and (4) the ASOS may have a charter which specifies that national children cannot attend the school or conversely may require that the school provide a certain number or percentage of tuition scholarships to national children. The composite of these and many other legal and regulatory involvements are directly related to the need for policies in the ASOS. The exact and specific conditions of an individual ASOS will determine the extent to which these needs should be translated into policies.

Voluntary Requirements

Many ASOS subject themselves to voluntary requirements. Indeed, accreditation by U.S. regional accrediting agencies of ASOS requires that they have a minimal level of written policies. The European Council of Independent Schools (ECIS) also performs an accrediting function (although not recognized in the U.S.) which is voluntary. Thus, an ASOS may impose on itself certain policies because of its decision to seek accreditation. These policy areas may include: (1) having written policy, (2) having programs and practices that are consistent with stated goals, (3) employing professional personnel who are qualified according to teaching field, professional competence or administrative training, (4) salary minima, (5) pupil-teacher ratio, (6) availability of specialized personnel including pupil personnel and librarians, (7) support for libraries, and (8) many others. The extent to which these voluntary affiliations exist will have a significant impact on the needs an ASOS will have for written policy. Other voluntary requirements may also influence policy. For example, some contract and grant funds require that certain dependent children will be eligible for admission, and acceptance of funds constitutes an agreement to that effect. This circumstance may have implications for admissions policies.

Continuity of Personnel

The turnover rate of board members and administrators is directly related to the need for written policy. Turnover rates for teachers and pupils are also important. If policy is viewed as setting a course of action for an ASOS and communicating such a course to those concerned, then it is obvious that reasonable consistency must be maintained. Many organizations recognize (and many others suspect) that the first year of employment is dedicated more to orientation than to job performance and the more complicated the position, the longer will be the period of induction. The factors which appear to be most pertinent in decreasing the lag time between employment and reasonable performance are comprehending organizational goals and knowledge and understanding of processes and procedures. This need is compounded in the ASOS in most cases by the additional need to understand local conditions and culture. An axiom for the ASOS concerning the need for written policy is that the higher the turnover rate, the greater the need for written policies.

Desire to Standardize

In determining the need for policy, the ASOS must consider the extent to which it chooses to standardize certain practices. Increasingly, the ASOS are confronted with the need to be fair, equitable, legal and professional. Fairness may relate to grading practices, to the use of the school plant, to disciplinary practices, to staff personnel practices, or to a host of other items. Written policy is probably the most effective means to assure that the fairness concept is practiced. An ASOS needs to determine not only what practices need to be standardized to assure fairness as a deliberate policy, but also to assure that unfair practices do not occur as a result of default, lack of information or confusion on the part of decision makers. A common error is to assume that only the superintendent is guided by policy. In practice, the Board, a superintendent and all faculty and staff should be guided by certain policies. There are many cases of record in which school goals have been aborted by a principal or a teacher simply because they were guided by their own opinion rather than by written policy. It also helps each group to clarify their own roles and responsibilities in the ASOS.

Determining Policy Status

Current Policies

All ASOS have policies, some are highly developed, others are not written or easily identified, but the vast majority of ASOS have policies which are underdeveloped according to their needs. Policy manuals which do exist range from articles of incorporation and by-laws to highly developed adaptations of the Educational Policy Services Guide of the National School Boards Association (EPS/NSBA Policy Information Clearinghouse). The ASOS should determine its policy status. This may include existing written policies, policies explicit or implicit in board minutes, implied policies in brochures, catalogs and other publications, and from practices and precedents. The policy status of any ASOS should be related to its determined need for policy. To accomplish this activity, what is available currently must be determined. The first step in determining status is simply to collect all written policies which are available. The second step is more difficult, but assuming that board minutes are available, it is simply a matter of extracting actual or probable policies from these minutes. Board minutes in the traditional form may not be available for three basic reasons: (1) they have not been written or collected, (2) they may be only partially complete because they have been limited only to official acts that relate to the school's legal existence, or (3) they may not be minutes, i.e., motions and actions taken on them, but a running commentary of opinions and discussions but with no clear decision being evident. A decision must be made about the validity and reliability of the minutes as a source for policy by the school according to its own situation. In most cases, the minutes will provide a policy source, in some cases explicitly, and in other cases, implicitly. These simply must be ferreted out.

Policies Not In Policy Manual

Many ASOS have the substance of policy implied in materials prepared for purposes other than policy manuals. In many cases, these implied policies have evolved without formal Board approval as such, even though usually with Board acquiescence or default. For example, a recruitment brochure for a superintendent or for teachers may include precise statements of school goals and position guides (job descriptions) which may not otherwise be available. Catalog and other printed materials often include implied policy concerning financial procedures, curriculum, goals, board organization, parent-teacher organizations, grading and reporting and many others. Implied policies in printed form prepared for purposes other than policy provide a rich source of materials which can be used as an ASOS determines its policy status. This review process also provides the ASOS with knowledge about its representations to external people or agencies.

Practices and Precedents

ASOS in most cases have policies which are based on practices and precedents but which have not been written or formalized. It is more common than safe to rely on "that's the way we have always done it" as a guiding policy. Small, simple schools with assured continuity of key personnel tend to rely on practices and precedents rather than on written policies. The major question for an ASOS is, if it is in fact, a small, simple school with long-term personnel. Such a school probably does not exist; however, even the school which has evolved into a more complex organization may tend to continue to rely heavily on practices and precedents. A perusal of a policy outline with the reader asking himself "do we have a policy? and if not, how do we handle that?" may cause to surface a large number of potential policies. This procedure will cause to be identified many of the policies which are followed, but not formalized. This is an excellent and very productive source of material as an ASOS seeks to determine its policy status.

Level and Nature of Policy Function

After an ASOS has decided its need for policy and its current status concerning policy, it should consider and decide the level and nature of the policy function most appropriate for the school. This may be the single most important decision which will be made concerning policy. The number of alternatives is great and the factors to be considered are countless. Some general categories, however, will be helpful to the Board and the Superintendent as they consider this area of decision. The categories are overlapping and interrelated, but some combination or modification of them should describe the level at which the school decides to develop policy.

Comprehensive Planning and Policy

If what the school seeks to accomplish and provide (goals) requires a complex structure to attain, and a systematic plan not only to move the organization toward goals but also toward a systematic procedure to renew and refine goals, and strategies to reach them as the status changes and develops, then the school needs a well-trained administrator to manage and guide a comprehensive development plan. Policies in this case become a part of an overall and transcending plan which requires policies, rules and planning competency. Few schools are now at this stage, however, there is compelling evidence that increasing complexities of society will require that the traditional and tested roles of boards of control and administrators for schools will be dramatically altered in the future. Obviously, if an ASOS does not have complex organizational goals and complex problems and potentials, it would be ill-advised to over-organize. Furthermore, few current ASOS administrators have the advanced competencies in planning and development needed for this level of operation. Nevertheless, it is probable that a few of the large, complex ASOS should begin to view policy development in this broader and more comprehensive context.

Policy and Continuity

The level of policy probably most common to the needs of the vast majority of ASOS is policy to provide continuity and to interrelate rules to a course of action. This level is one at which the policy function is viewed as a means to create internal consistency and to assure that the school's goals are supported by policies which guide the superintendent and others who make decisions. The majority of policy guides and statements of roles and functions for school boards in the U.S. are directed at this level and are helpful if selected and adapted carefully to the particular circumstances of an ASOS. ASOS, currently with well-developed policies, generally operate at this level.

Policy and Critical Needs

Some ASOS maintain a level of policy development no higher than that required to meet critical needs. In such cases, the nature of policies relates to the need.

Accreditation by U.S. regional accrediting agencies requires that written policies be available as a condition of approval. Charters of some ASOS are reduced to "policy" because the charter may designate certain required procedures, including usually the corporate policies related to legal requirements for non-profit entities or the requirements of a ministry of education. Many ASOS are first motivated to develop policy because of a critical need based on an external requirement. Additionally, critical needs may emanate from internal circumstances. These may include two or three critical problems which the ASOS must handle, for examples: (1) the formation of a teacher's union, (2) an unanticipated but dramatic increase or decrease in enrollment (or those seeking admission), or (3) the realization that the school is drifting toward purposes other than those intended. The ASOS, which develops policy only after it is needed to treat a critical problem, tends to have no more policies than those needed to cover critical, crucial and controversial areas of operation. Such schools may be characterized also as having no more policy than that which is required. This laissez faire approach to policy tends to equate the role of the school board with government intervention and the direction of the school with the economic order; the net result of the influence of this concept is that the school board has decided not to have any significant formal influence on the course of action the school will follow, or more precisely, an abdication of responsibility.

Informal Policy

Some ASOS have no more than informal, unwritten policy. Informal policy is the level which exists if the policy function is viewed either as simple or as a constraint to be avoided. If viewed as simple, there may be only one policy, which is to follow all of the rules, regulations and requirements of the external agency or agencies which have the power of law over the school. Schools without written policies may be assumed to have informal policies. A legitimate reason may be that the school is so small and so uncomplicated that policies simply are not needed. Many administrators have nostalgic yearnings for such a school; however, few are to be found. A more common circumstance among ASOS is to have informal policies as a deliberate means of maintaining maximum flexibility. It is probable that most ASOS have some areas in which policy should be informal; it is improbable that any ASOS needs informal policy in all areas; and it is likely that all policy areas can be formalized at a generalized level if appropriate provisions are made to suspend certain policies because of extenuating circumstances. There are usually more disadvantages than there are advantages in relying on informal policies.

Summary

Thus far in this Chapter, the user of this guide has been provided assistance to help to make three decisions: (1) How much written policy an ASOS needs based on considerations both real and pertinent to the school, (2) How much policy the school currently has based on a comprehensive review of existing policy and policy sources, and (3) How the level and nature of the policy function may be determined based on the characteristics and nature of the school and those responsible for it. The consideration of these three purposes should prepare a school board and the school administrator to determine their course of action concerning the fourth purpose, which is to consider the process to be followed in developing policy for the school.

Policy Development

The most common error made by schools in general and by ASOS in particular is to underestimate the complexities involved in the process of policy development.

Based on the assumption that an ASOS School Board and Superintendent have determined the level of need for policy, have determined their current policy status, and have decided the most appropriate level and nature of the policy function they need, they are in a position to plan and implement a process to develop policy. The nature of the process may be viewed at four distinct levels, even though operationally more than one level, or some combination of levels, will usually be used: (1) policy development within a comprehensive, interrelated plan, (2) policy development as a comprehensive need, (3) policy review, or (4) incremental policy.

Within A Comprehensive Plan

The ASOS which decides to deliberately and systematically plan its future, and has determined that conditions and circumstances are such that it can do so, will probably decide to engage in a comprehensive self study and futures planning activity with one component of the study dedicated to the policy development function as an integral part of the total plan. Schools which already have comprehensive plans should have one continuing component dedicated to policy development, or should create such a function. Ideally, policy is always related to goals and is also interrelated. These relationships occur normally when policy is developed as a supporting system within a comprehensive plan.

Comprehensive Need

The most common circumstance in the ASOS is policy development as a comprehensive and continuing need. This book will be the most helpful to this group of schools. ASOS, with a great volume of existing policy or with little written policy, commonly have not developed policies (or revised existing ones) that are consistent and responsive to their current and future circumstances. In other words, many existing policies in many ASOS are outdated. This has usually resulted as a normal consequence of change in an ASOS in which policy development has been viewed as a heroic function rather than as a continuous process. Some common considerations related to changes in practice without compatible changes in policy include: (1) schools which have evolved from U.S. type schools to national schools with a focus on English, (2) schools in which the U.S. program has eroded but which seek to recapture it, (3) schools designed for a limited clientele which have decided to expand the clientele, (4) schools designed for a relatively stable pupil population which currently serve a transient pupil population, (5) schools designed for a select pupil population which now serve a general pupil population, (6) schools designed for pupils who spoke English which now accept non-English speaking children at one or more levels, or (7) the reverse of any of the above changes. If, indeed, there has been a substantial lag time during which policies have not been revised to support current practices, then policy development should be viewed as a comprehensive need.

Policy Review

Some ASOS have policies developed which are adequate. Policy review, however, is a process which is recommended to all schools. By reviewing existing policies against a policy guide, an ASOS may determine systematically that it has what it wants and needs, or more probably, it will discover some voids or some areas in which improvements can be made.

Incremental Policy

The most elementary process of policy development is the one of incremental policy. Simply, this process is to develop policies as they are needed to meet a specific problem or to expand an existing policy to meet a new, untreated dimension. In this case, this book may serve as a ready reference.

Procedural Model

A primary premise on which this book is based is that policy development should be a continuous process in each of the ASOS.

In a school organization, the final authority is the Board and as such, the authority to adopt policies is vested in the Board convened in a regular session. Most Boards are comprised of lay citizens whose profession and expertise may not be related to educational matters, or, whose livelihood leaves little time to spend in the formulation of educational policies. Consequently, Boards usually authorize their chief executive officers (Superintendents) to formulate recommended educational policies or to cause such to occur. Once the proposed policies are formulated, they are presented to the Board for review, modification, and, then adoption.

A Procedural Model

Since policy formulation and adoption are integral aspects of ASOS operations, it is necessary to have a process whereby policies can be formulated and adopted. Such a process is graphically illustrated in Chart II-1. The general procedures are as follows:

The Board or the Superintendent determines a need for a policy. There may be many sources. The Superintendent informs the Draft Writer* of such a need and authorizes him to write the policy.

The Draft Writer develops the draft policy and submits it to the Superintendent who then reviews it. If the policy is not satisfactory, the Superintendent returns it to the Draft Writer with instructions. If the policy is satisfactory, the Superintendent submits it to the Board.

The Board reviews the policy, and if the policy is not satisfactory, the Board gives it back to the Superintendent with instructions and/or recommendations. If the policy is satisfactory, the Board formally adopts the policy and instructs the Superintendent to implement it.

The Superintendent enters the adopted policy in the Policy Manual and initiates the development of operating procedures to satisfy successful implementation of the adopted policy. The Superintendent forwards the adopted policy to his staff.

The Draft Writer completes the writing of the operating procedures and forwards them to the Superintendent who then reviews them. If the operating procedures are not satisfactory, the Superintendent returns them to the Draft Writer with instructions and/or recommendations. If the operating procedures are satisfactory, the Superintendent may or may not submit them to the Board for review. The decision itself . to submit or not... is a matter of policy. Usually, the Board and Superintendent should decide what further review is necessary according to the nature of the policy. It is mythological that policies and procedures/rules are discrete functions.

The separation of function should be based on competency. The Superintendent is primarily responsible for decisions that relate to curriculum and instruction but the Board is usually equally qualified in non-teaching matters. The important point is to assure that a clear understanding exists.

If the operating procedures are not satisfactory, the Board gives them back to the Superintendent with instructions and/or recommendations. If the operating pro-

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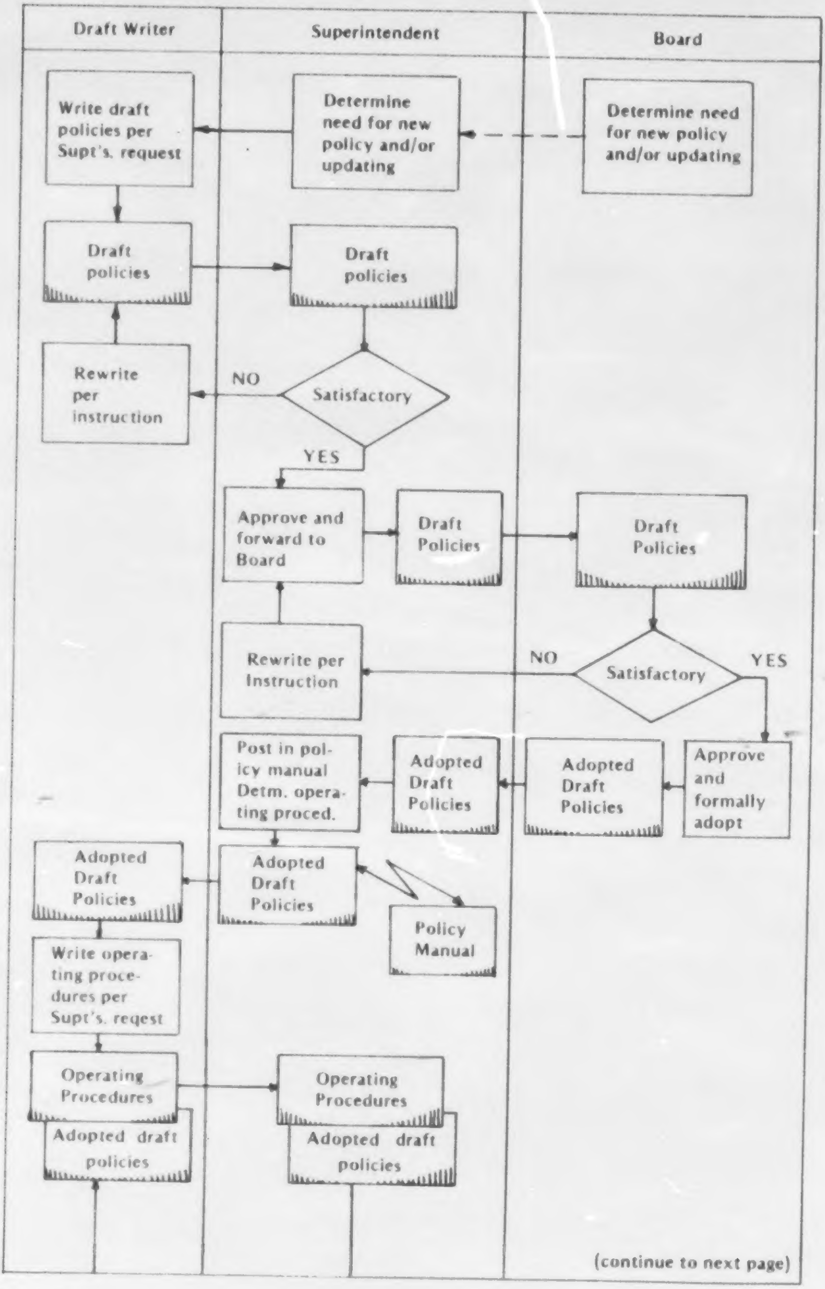
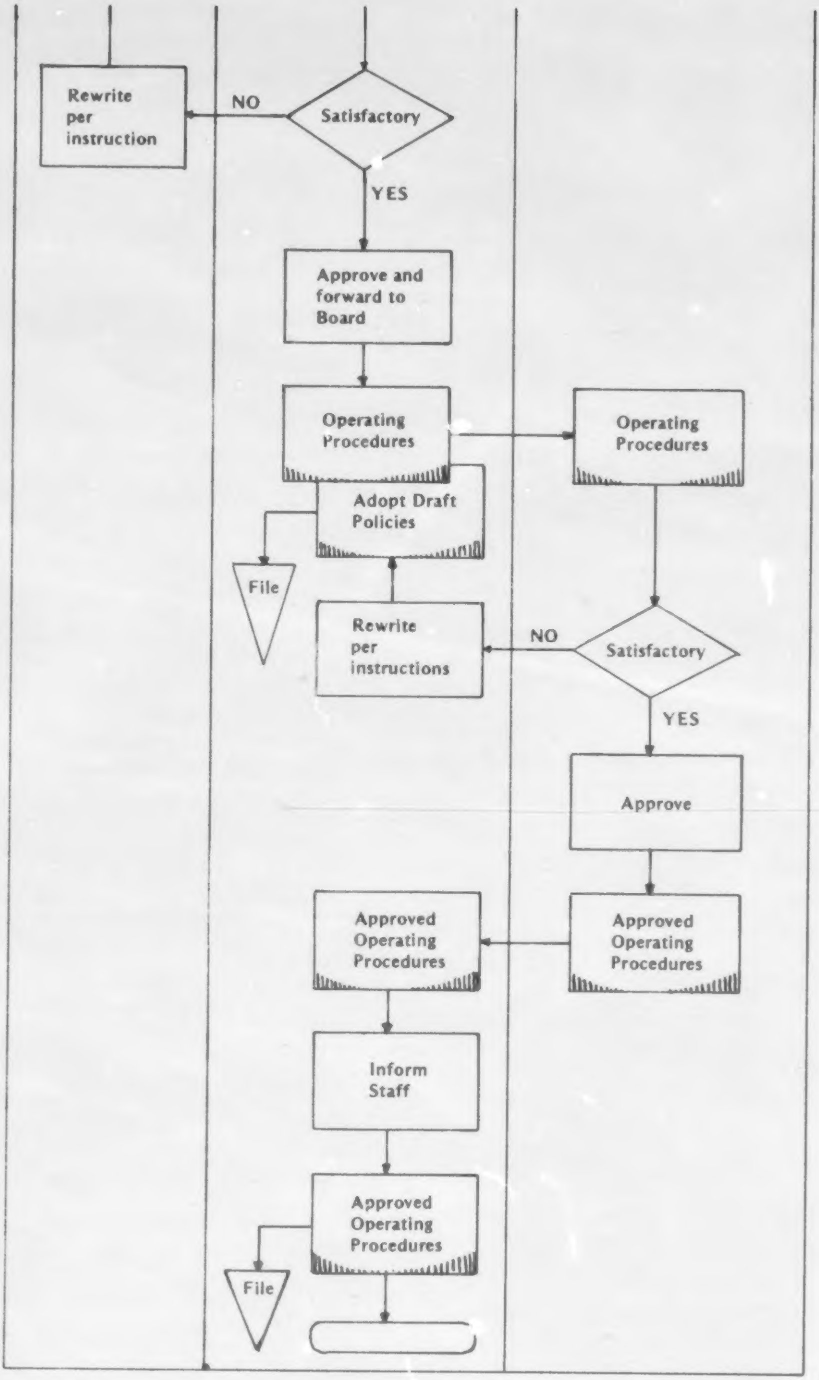
*This may be one person, a committee, teacher, principal, parents, consultants, or any mix thereof

CHART II–1

EXAMPLE: GENERAL PROCEDURES FOR POLICY DETERMINATION


Draft Writer
Superintendent
Board
Write draft policies per Supt's. request
Determine need for new policy and/or updating
Determine need for new policy and/or updating
Draft policies
Draft policies
Rewrite per instruction
NO
Satisfactory
YES
Approve and forward to Board
Draft Policies
Draft Policies
Rewrite per Instruction
NO
Satisfactory
YES
Post in policy manual Detm. operating proced.
Adopted Draft Policies
Adopted Draft Policies
Approve and formally adopt
Adopted Draft Policies
Adopted Draft Policies
Policy Manual
Write operating procedures per Supt's. reqest
Operating Procedures
Adopted draft policies
Operating Procedures
Adopted draft policies

(continue to next page)


Rewrite per instruction
NO
Satisfactory
YES
Approve and forward to Board
Operating Procedures
Adopt Draft Policies
File
Operating Procedures
Rewrite per instructions
NO
Satisfactory
YES
Approve
Approved Operating Procedures
Approved Operating Procedures
Inform Staff
Approved Operating Procedures
File

cedures are satisfactory, the Board approves them and submits them to the Superintendent.

The Superintendent then informs his staff about the adopted policy, the operating procedures, and the time when said policy is to be effective.

Assistance For Policy Development

Approaches

There are many different approaches which are used to develop school board policies for the ASOS. The approach used is usually determined by a number of factors: the magnitude of the task, the philosophy and practices of the board, the administrative time available, and the availability of assistance.

The magnitude of the task is usually determined by the extent to which policies have been developed in the past. If no written policies are available, the task is enormous; if comprehensive written policies are available, the task is a normal function. Most ASOS are at a stage of development at a point between these two extremes.

The philosophy and practice of the board also influence the approach used. If the board views policy development as a continuous process, it is usually approached as a normal function. The board, conversely, may view policy development as a function performed in response to a direct need, for example, as a requirement for accreditation or as a crisis that must be managed. Furthermore, the practice of the board may be based on the premise that they are to exercise their own best judgment, or conversely, that they, as representatives of the "school community," should represent the will of those they represent. The influence of these factors, individually or in any combination, will determine to a certain extent how policy is developed.

The administrative time available for the preparation of policies for board consideration will also influence the approach used in developing policy. If the superintendent and/or his staff have as one of their primary responsibilities the development of policy, then much of the work is accomplished internally.

The availability of assistance is both a geographic and an economic consideration. It is also related to the level of competency needed by the ASOS. These conditions influence the approach to policy development.

The procedure to determine policy is or should be similar in all ASOS even though the approaches may be different. This is true because a board cannot delegate its responsibility to review, consider and approve policy, but it can utilize different approaches.

Probably the most common approach used to develop (or to review) policy is for the superintendent, or someone or some group designated by him, to develop the draft policy for board consideration. For certain common areas and simple policies, this approach is probably the best one. This approach is identified in Chart II-1.

Committees

For more complex policies, however, a more elaborate approach is usually needed. The Committee Mode for Policy Development (146, pp.1-14), recommended by The Research and Training Center (RTC) for the Southern Regional School Board Association, is presented in a form modified* for the ASOS as one example of a rationale for the committee mode and also as a guide to foster the effectiveness of the committee approach.

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*The sections headed "Committees" and "Orientation Outline" are adapted from the SRSBA/RTC manual with permission.

Despite all of the derogatory comments directed at the work of committees, they are essential for the development of sound and implementable educational policies. A fundamental tenet of the democratic process is that those affected by policies and decisions should participate in developing them. One of the basic principles of policy formulation is to include representatives from all groups that will be affected. Therefore, the formulation of policies should include the efforts of those who represent the authority (i.e., the school board) and should contain input from those who will bear the responsibility for their application and implementation (i.e., the staff, students, and school community).

There are many ways to utilize the efforts of committees. The utilization pattern that serves the best interest of the particular ASOS should be selected. However, the days of the superintendent and board as the sole participants in the policy development process are gone, and any ASOS that by-passes the involvement of those affected will not and cannot develop sound and implementable policies. (146).

The purpose of the committee is to make recommendations to the superintendent for further consideration and potential recommendation to the board. The committees do not establish policies, merely recommendations. The board, as a legally constituted body, is usually granted the authority to make the decisions regarding the priorities and operations of the ASOS. Accordingly, this responsibility cannot be delegated. (146)

With proper advance planning, advisory committees can be of immeasurable value to an ASOS and to the school community in general. Among the benefits are these:

- Establishment of a committee can force or crystalize the recognition of a problem facing the ASOS.
- The school community can be involved in a beneficial manner and gain information about the ASOS and education in general, through committee study.
- New lines of thought will occur as committee members (and school personnel) delve into the study area.
- Ideas and suggestions will be provided to the board.
- Committee members will carry ideas and attitudes to others in the ASOS community.
- Final reports and recommendations of the committee to the board may reinforce existing board opinion. The board may then feel confident to act. (146)

Certainly, committees can create problems as well as solve them. If planning is not done well, these negative situations may result:

- If the final report is shelved with no immediate action, committee members will view their work as worthless.
- If the committee oversteps its charge or assignment, the problem is not studied properly, and the final report is of little value.
- If the committee membership is not representative of the ASOS community to the degree necessary, recommendations will arise out of an unrepresentative group and taint the final report.
- If the committee is appointed at the wrong time of year or with too much time for the study period, the interest of committee members wanes.
- If the ground rules for communication (between the committee and board, news media and general public) are not drawn properly at the outset, confusion as to what is to be said to whom sets in.

- If the committee conducts little substantial research, the final report is a collection of generalizations and opinions of little value to anyone.
- If recommendations of a committee allow only one course of action, the board may be hesitant to move in that direction immediately.
- If the advisory committee members assume that all recommendations will be acted upon immediately, prudent reaction by the board may be taken as refusal to act by committee members. (146)

Persons experienced with successful committees suggest that a number of questions should be asked... by board and administrators... before final arrangements are made for a citizens' advisory committee:

- What is the problem? Is it well enough defined for a committee to dig into?
- Is it the kind of problem a citizens' committee can deal with or are there other better ways of resolving the situation?
- What is the charge to be given to the committee? What is it expected to do? Are there limitations imposed on the committee?
- Who should be on the committee? How are members to be selected? What qualifications should they have? Will membership be representative of the school community?
- How large should the committee be? Will there be enough to conduct business and yet not too many?
- How long does the committee have in which to conduct the study? Is it sufficient to do a good job?
- Is the committee charged with making a report? To whom? Will the report be made public?
- What provision has the board or administration made for continuing communication with the committee?
- What resources are available to assist the committee in its study?
- Who will provide the leadership for the committee? How will this person or persons be selected? Do committee members know this before accepting membership on the committee?
- How will decisions be made in the committee? Should this be left up to members or is there a preferred method?
- When the committee has completed its work, what sort of recognition is planned... a dinner, a letter, a certificate, or what? (146)

Orientation Outline

Before there can be misunderstandings, it is probably wise to define some basic terms so that they will be fresh in the minds of the individuals who will be working in the policy codification project. The first major point to be discussed is the difference between a policy project and a policy process. (146)

"ASOS board policy development is a dynamic process. The job of making and revising school policy never ends because there is literally no end to the problems, issues, and needs that come before the board and require policy determination. The school board's policy manual can and should be a dynamic instrument for change.

The Policy Project is a definite undertaking intended to accomplish a specific task (to create a systematized ASOS Manual of Board Policies and Administrative Rules from existing documents and current practices) within a limited period of time.

A project has a beginning and ending whereas the process is an endless continuum." (179)

The second point that must remain clear in the minds of the individuals is the relationship between policies and administrative rules. EPS/NSBA defines the terms in the following manner:

> "Written policies are the chief means by which the accountable school board governs the schools; administrative rules are one of the means by which the board's executive agent... the superintendent... sees to it that policies are carried out. In addition to his formal rules and regulations, the superintendent performs his administrative function in many other ways... through informal memoranda and directives, by holding meetings, by inspiring staff, by coercing when necessary." (179)

In order to answer many of the questions that may arise, such as: who should be involved in the development of school board policies; what are some procedural steps to insure the desired level of involvement; what are some possible ways of structuring and organizing the efforts of the people involved; and what are some ways to conduct the necessary communication, validation and approval procedures, an operational model with the understanding that the various components of this model may be arranged in many ways to best fit the needs of a particular ASOS is needed. These components are considered necessary integrals to a model for developing written school board policies. The basic components are:

(1) *The board of education...* The board must be committed to and involved in the policy formulation and adoption process. The board functions within the model as the legalizing authority for the initiation of the policy development process and the adoption of the proposed policies.

(2) *The superintendent...* The superintendent, as executive officer of the board and administrative head of the ASOS, functions within the model in four distinct capacities. He functions as:
   a) the overall coordinator of functional processes during the operation of the model
   b) the legitimizing authority for committees and the policy draft writer
   c) the evaluator of proposed policy draft statements, and
   d) the liaison between the board and the remaining components of the model

(3) *The policy draft writer...* The policy draft writer, as the superintendent and board's authorized agent, functions within the model in four distinct capacities. He functions as:
   a) the primary research consultant
   b) the primary technical writer and editor
   c) the coordinator and director of the research, review, and evaluation committees
   d) liaison between the research, review, and evaluation committees and the superintendent.

(4) *The research, review and evaluation committees...* The research, review, and evaluation committees operate by authority granted by the superintendent and under the direction of the policy draft writer. During the operational process of the model, these committees function as:
   a) the secondary research consultants
   b) research, review, and technical assistance advisors to the policy draft writer, and
   c) evaluators of the proposed policy drafts.

(5) *The source of information...* The source of information component is

non-functional. It is supportive in nature and is used to identify sources of data for input to the model's operational process.

(6) *The codification system...* The codification component functions as the storage unit for the output of the operational model. The codification component consists of a codification, storage, and retrieval system for written board policies. (146)

This systematic approach to the task of developing an ASOS policy manual insures that the coordinated involvement and the desired relationship is maintained by the individuals concerned. These relationships are presented in Diagram II-2.

Once the ASOS has designated the individuals who will be involved in the committee(s), the basic role and function of the committee will be reviewed. The committee functions as (1) the secondary research consultants, (2) research, review, and technical assistance advisors to the policy draft writer(s), and (3) evaluators of the proposed policy drafts.

Members of the committees will be encouraged to solicit information from peer groups concerning areas where new policies are needed or areas where existing policies need revising or deleting. Committee members are also requested to solicit information from school clientele and others related to the ASOS which will serve as input data for policy formulation.

It should be emphasized that the committee(s) propose policy drafts, or recommend policies, but do not make policies.

In the event that the committee reaches an impasse, the draft writer may identify: (1) a majority recommendation, (2) a minority recommendation, (3) previous practices, (4) pertinent legal ramification, and (5) recommendations of the draft writer. The superintendent then has the authority to make whatever recommendations he considers valid and implementable to the school board for their consideration. (146)

The individual members of the policy service panel who will be involved in the committee(s) for levels two and three (working on-site with an ASOS) will function in the role of the guest consultant,* and either be a committee chairman or an "ex-officio" member of the committee (depending upon the wishes of the ASOS).

The panel member will be responsible for performing the following tasks in working with the ASOS:

1. Conduct an orientation session with the board, superintendent and committee(s) to explain the purpose, scope, and procedures that will be employed during the project. (copies of the committee mode process and committee procedures will be given to committee members.)
2. Schedule the committee meetings. (Dates, topics)
3. Provide sample policy statements and/or procedures (for committee discussion and review).
4. Refine the policy statements with regard to vague wording, tone, etc., and cite legal references when applicable.
5. Incorporate and present the suggested policy drafts to the superintendent. (A meeting with the superintendent once a month or file progress reports.)
6. Review any revisions the superintendent may want concerning a particular draft with committee members.
7. Maintain the "master manual" for each committee which contains the recommended policy drafts. (146)

Once the calendar for the project has been established, the committee meetings should be scheduled and a tentative agenda or projected topics should be outlined.

***May be a consultant, an interested person in the local community with expertise, or others.**

DIAGRAM II–2

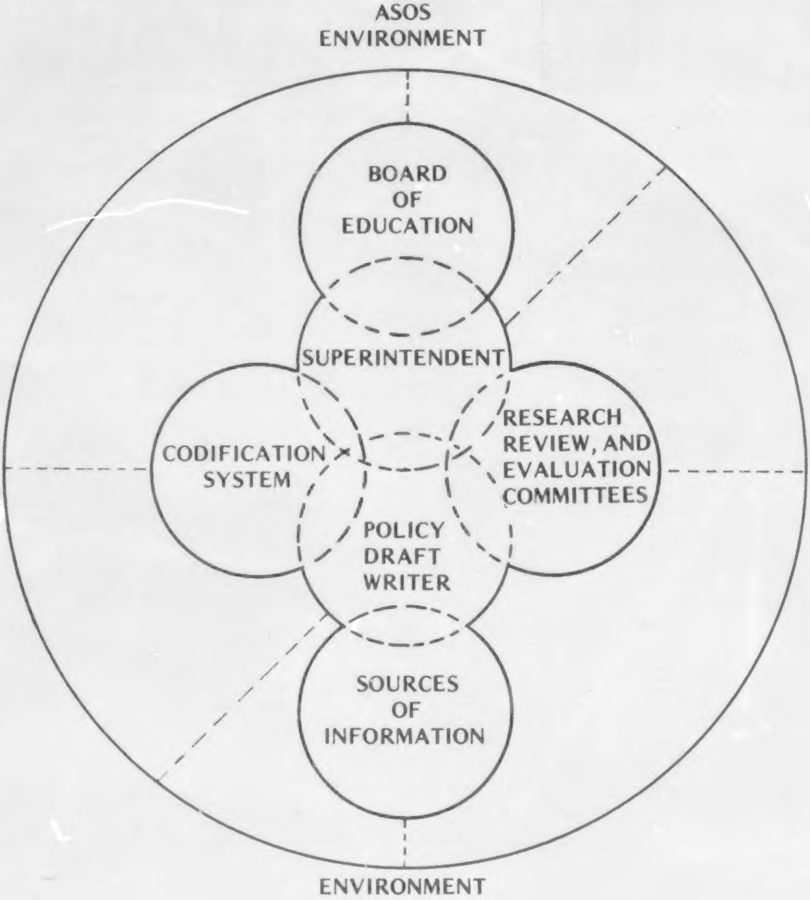
ASOS
ENVIRONMENT
BOARD OF EDUCATION
SUPERINTENDENT
CODIFICATION SYSTEM
RESEARCH REVIEW, AND EVALUATION COMMITTEES
POLICY DRAFT WRITER
SOURCES OF INFORMATION
ENVIRONMENT

Fig. 1 – Diagram representing (1) basic model components, (2) relationships between model components, and (3) relationship of the model to environment. (146).

as business items for each meeting. By developing an orderly format, greater planning, research and preparation can occur before each meeting.

The committees will function in the mode of a working committee and operate under *Robert's Rules of Order.* The policy draft that is acceptable to the majority of the committee members will be sent to the superintendent. On occasion, the committee may elect to include:

(1) A minority recommendation
(2) Identify previous practices
(3) Cite pertinent legal implications and/or
(4) The recommendation of the panel member. (146)

External Sources of Assistance

There are many external sources of assistance available to the ASOS interested in developing board policies. Some sources are more experienced than others in working directly with the ASOS, but each is indeed a potential source of assistance:

1. *The Office of Overseas Schools* (A/O S) Each ASOS has direct contact with a Regional Education Officer of the Office of Overseas Schools. These Officers have direct information about assistance from their office as well as knowledge about sources of help from other ASOS, U.S. schools, colleges, universities and professional associations and organizations.
2. *U.S. Regional Accrediting Agencies.* Many regional accrediting agencies in the U.S. can provide materials and advice to the ASOS concerning policy and policy development.
3. *Regional Associations of American Schools.* In each geographic region of the world, American and/or International type schools have regional organizations, and in some cases, centers. Many of these have assistance available.
4. *U.S. Universities.* Many U.S. Universities have extensive experience working with ASOS in policy development.
5. *U.S. School Districts.* Many ASOS have established school-to-school relationships with U.S. school districts. Many of these districts have highly developed processes for policy development.

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CHAPTER III

A GUIDE TO SCHOOL BOARD POLICY

Introduction and Organization

Chapter II of this book provided the reader with a guide to the development of school board policy. When the decision has been made to develop, to revise or to review policies, assistance is usually needed. The purpose of Chapter III is to provide a guide to assist anyone or any group involved in developing school board policy for American Sponsored Overseas Schools (ASOS).

To accomplish the purpose of this chapter, it is organized to provide the user with a comprehensive guide which can be modified easily according to the characteristics and the status of the ASOS using it. After an ASOS has decided if it will engage in policy development, and if so, to what extent it should, as a first step, develop a plan to accomplish what it seeks. Part of this plan should include how this Guide will be used.

This chapter provides the user with the following:

1. An outline of major policy categories divided into sub-categories with specific topics. A simple coding system is used, for example:

Major category	1.0 School Organization
Sub-category	1.10 School Legal Status
Specific topics	1.101 Corporate Articles. . .
	1.102 Corporate Control
Sub-category	1.20 School Board Legal Status
Major category	2.0 School Board Operation

   This outline format was designed to provide a wide range of alternatives. For example, (1) scant existing policies may be incorporated into the outline, (2) the outline could be incorporated into well-developed existing policies, (3) the outline can be modified to fit a school by deleting unnecessary categories, sub-categories and topics, and by adding needed ones, (4) many topics can be combined into one topic, or (5) the outline and guide may be used as no more than a reference to a few specific items.

2. Sets of policy questions which relate to corresponding policy topics are provided for the purpose of stimulating deliberations and discussions. Each set of questions is coded to the policy outline and to specific policy topics. These questions should be expanded to include those most pertinent to an individual school. Sets of questions are particularly helpful as one way to be certain that the major issues related to any policy are considered. This is particularly helpful to groups of parents, teachers, students and other school clientele who may be involved in developing recommendations for policy as a part of a comprehensive, organized effort to improve an ASOS.

3. Each major category is introduced by a commentary which is entitled "Major Considerations." This includes a cursory treatment of some major issues, considerations and observations related to the sets of policy questions. A more complete and exacting treatment of many of the issues and research findings can be found by referring to the research matrix published in *A Research Matrix: The American Sponsored Overseas School.** In the

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******A Research Matrix: The American Sponsored Overseas School* **by Paul G. Orr may be ordered from:**

Center for International Education
Massachusetts State College System
Massachusetts Maritime Academy
Buzzards Bay, Massachusetts 02532

The price is $2.60 per copy.

final analysis, many of the considerations which are major to a particular ASOS are best known to the people directly involved with the school and familiar with local conditions. Local conditions are real and, in many cases, highly influential on a school's policies and practices. The Board and the Superintendent, however, should carefully separate what in fact are local conditions and culture from what may be prejudice, myth or ignorance in their consideration of what should influence policy.

4. Sample policies are presented consistent with the coding system. The examples which are used cover a wide range of ASOS and represent three sources: (1) actual policies from ASOS from a worldwide sample, (2) implied policies from ASOS which are published in a variety of documents which the schools distribute either individually or through their regional associations, and (3) sample policies developed by the author which in many cases will represent different treatment accorded to one topic. In some cases, policies and rules are co-mingled and indeed, it may not be possible or wise to separate them.
5. Before the guide is presented, there is a fictional Vignette which attempts to capture some of the different views concerning the ASOS mission. The account is headed by the sub-title "VIGNETTE" to key the reader that a fictional account follows which is not related to any real person but is related to a composite of real events in the ASOS.

The user of this guide is cautioned to view this guide as a source of assistance rather than as containing answers to policy questions. There are few irrefutable facts concerning educational policy but one is that a school must develop policy for itself consistent with its purposes and feasible within its own peculiar cirumstances.

The cardinal rule for policy statements should be that they clearly and accurately reflect the local judgment of the conditions that are to guide a school toward continuous improvement and toward clear goals, and that they are understood and supported by those who are to follow them.

Perhaps the most important question about the ASOS which relates to policy development is the mission of the school. This is also stated by different schools as goals, purposes, and philosophy. The following vignette captures some of the many different views concerning the ASOS throughout the world. Hopefully, all of the opinions are not congregated in any one ASOS community.

VIGNETTE

The ASOS, located in Internationalville, had been in operation for several decades. It had changed in many ways over the years, usually in an evolutionary manner as a result of isolated conditions, needs, demands, and crises. It had also been influenced by the philosophies and competencies (or lack thereof) of the many superintendents, teachers, board members and parents who had served the school during its existance. By 1976, the ASOS had evolved to a point where there was little agreement within the school community about school goals, purposes and objectives. There was little agreement about what school purposes should guide the policies which governed the school. Some believed the school, in an attempt to be everything to anyone, had actually become unresponsive to all groups which it tried to serve.

This circumstance was reflected in many ways: disagreement about many major decisions such as curriculum and tuition, bickering about the condition of the school plant, and blame placing on one group by another for real or imagined problems. Most importantly, however, there was no concerted effort by the school community to identify directions and priorities for the school, and as a result, the school program was gradually but surely deteriorating. This became obvious to many people in the school community as they observed low teacher morale, high teacher and administrator turnover, poorly conceived programs and the inevitable effects these conditions have on children and youth: a higher incidence of discipline problems, less learning, more unrest, general boredom, lower achievement, and general student apathy about learning.

The response and reaction to these conditions was not, however, an attempt to improve the school; but was further recriminations and the reinforcement of some prior critical position taken by the many power and influence centers which had developed. One board member believed that the solution was to get a new superintendent (even though the current one had less than one year in office), and he shared this view with anyone who criticized the board or the school. He quickly became the leader of the "purge the superintendent" group. The school had had eight superintendents during the last decade. The Board President was a firm advocate of the "rigid and rigorous education" group and found many cohorts among parents; and also with a few high school teachers and especially with the high school principal. This liaison placed the Board President and the principal in an automatic but undercover adversitive relationship with the superintendent, not because of their common belief, but because of the overall responsibility the superintendent had to all segments of the school community. He wished that the Board President would embrace the same sense of total school responsibility.

Several of the best teachers... who had a choice... after being soundly criticized by some for not being tough enough, by others for being too tough, and by others for poor teaching, inadequate curricula and poor discipline, decided to complete their contracts with visibility as low as possible, and not return to the school. They had little or no current interest in the school, the pupils, the programs, and certainly none for the next year or thereafter. They informally constituted the "abaddon" group.

The "I-told-you-so" group was having a field day. The self-appointed leader had been a founder of the school and had donated a goodly sum for the construction of the building. He had not been active in the direct governance of the school for more than a decade, but he continued to be involved on an informal basis. The reasons for the school's problems were clear to him and he "told" the school community on several occasions what had been done which he had warned them about: new math, progressive teaching methods, lax discipline, heterogeneous grouping, social promotions, hiring militant teachers more interested in salary than in the missionary spirit, and also teachers who wouldn't stick to the basics.

The "short termers" group and the "semi-permanent residents" group were often at odds about the curriculum. The "short termers" didn't believe their children would benefit from so much time devoted to local culture and language. Indeed, they believed all ASOS should have a curriculum that was common. The "semi-permanent residents" wanted their children to be bilingual and to be eligible to pursue additional education in the host country. Each group found many who agreed with it. They became very divisive groups with little attention to their commonalities.

One group seemed to be the "pragmatics." They had very specific reasons for their children attending the ASOS and had some conflict with the school providing more than they wanted. One said "my son is going to be an engineer; he will attend the National University; sixty percent of the engineering textbooks and journals are in English. We speak our first language at home; if I want him to have music and art, I'll get private lessons for him... you teach him English and give him a good background in the hard sciences, I'll take care of anything else he needs. Don't increase tuition in order to give me what I don't want."

Obviously, the ASOS in Internationalville was viewed differently by many groups, each believing that its case was superior; or each having a naive faith that complex questions had simple answers. The ASOS superintendent knew that he had two obvious choices: (1) he could follow the path of more than half of the other ASOS superintendents in the world and leave after no more than two years, or (2) he could try to coalesce the school community on a few major directions, and through the same process, also foster better communications and understanding among all groups through their involvement in an organized consideration and deliberation of the future direction of the school. He recognized and understood that most of the differences were not questions of one group being "right or wrong," but of balancing many needs against the reality of what was feasible. Simply, the ASOS had to identify what educational needs of what children that it proposed to meet and these had to be tested against legal, financial, ethical and professional constraints. The superintendent also comprehended that his professional responsibility was not to decide for other people what they should or should not do, but to provide leadership and professional/technical guidance about alternatives and probable consequences in order to help people decide for themselves about the education of their children and the children of others. He also understood that school board policy had to reflect a clear direction before he could exercise administrative talent and leadership in moving the school in the direction indicated by policy. He had observed many cases of inoperable policy when it was developed by other than those affected by it. The third choice was one he rejected... do nothing and be fired within a couple of years. He was impressed with the fact that less than ten percent of the ASOS superintendents had been in their positions for more than five years. The superintendent selected the second option with a few modifications. He would recommend to the Board that the ASOS undertake a comprehensive self-study with the results used by the Board to develop a ten-year plan for the school supported by policies consistent with the plan and its implementation. If the Board didn't agree to the study, he would leave at the end of his contract; he would also leave if the study did not result in a workable plan and a set of written policies. His minimum professional responsibility was to attempt to develop a plan that was internally consistent.

The superintendent prepared a proposal to present to the board for a self study. He was keenly aware that if the product of the study was to be useful, that the process had to involve all of those who would be affected by its results, and that in many cases, expert help would be needed. He discussed the need for a self study with the Board President and the topic was placed on the agenda of the proximate board meeting. The superintendent attached to the agenda what he believed to be several major questions and a copy of the "Discussion Guide For Developing Recommended Policies For The ASOS." He also proposed an organization for the self study which included:

1. Twelve Advisory Committees would be formed, each dealing with the 12 major areas of the school operation. Each could form sub-committees. Each committee would include a sample of parents, teachers, students and others from the school community. Each committee would also include a board member even though this meant that some board members would serve on two committees. The charge would include developing a future plan for a particular area of operation and drafting policies consistent with the plan.
2. The Chairperson of each committee would serve on a Steering Committee which would be responsible for interrelating and coordinating reports and

activities of all Committees.

3. The Board would appoint a Chairperson for the Self Study who would also serve as the Chairperson of the Steering Committee.
4. Each Advisory Committee would be charged with:
   a. Discussing, deliberating and preparing a statement on the purposes and objectives of the school.
   b. Reviewing and modifying the section of the Discussion Guide assigned to them and developing a future plan and supporting draft policies to implement it.
   c. Treating any question related to their section of the study and preparing a written report with recommended action.
   d. Reviewing and commenting on other committee reports as requested.
5. The Steering Committee would be charged with:
   a. Receiving all reports.
   b. Requesting committees, as appropriate, to react to sections of other reports, e.g., the group on Finance would determine the cost of certain recommendations.
   c. Compiling a Final Report to the Board: (1) A ten-year plan and (2) recommended policies.
6. The Board would take all recommendations under advisement and report periodically on their progress... acceptance, partial acceptance, rejection, further study... to the Steering Committee.
7. Each Committee would have a consultant assigned to assist it as needed.

The Board accepted the recommendation to organize and implement the self study and Dr. Martha Eclectic was asked to be Chairperson; she accepted.

As a first exploratory step, she invited a representative group from among all Committees and asked each person to prepare a brief statement about their beliefs concerning what the purposes and objectives of the ASOS of Internationalville should be. A modified transcript follows:

Dr. Eclectic

This meeting has been called to provide each of you with an opportunity to share what you believe this school should be and also to hear what others believe. What a school is and what it should be may be quite different but today we want to limit ourselves to what the school should be. I have asked each of you to think about the purposes and objectives of the school as a means of exploring what we should be. These beliefs will vary substantially from one group to another and will mean different things to different people. Please don't limit yourself by any particular definition but speak to the questions you believe are most important.

Our discussions are very important for two reasons. First, each of you will be involved in similar discussions in your own groups and you should be able to make your views known and also be able to understand the views of others. Secondly, we will ultimately make a series of recommendations to the Board which will influence the future of this school as it embarks on a plan for continuous improvement and development.

Lalo Vega Vega

This school should exist, above all other purposes, to reflect the best of U.S. education. The strength of U.S. education is that it reflects democracy as a way of life... it meets the needs of a diversity of children, it respects the rights and responsibilities of students, and it follows modern teaching methods designed to be effective and also foster the development of a healthy self-concept. What do we have in common as a school with 45 different nationalities represented? The answer is that we want an education for our children that will prepare them for the future, as well as possible, and this means being able to deal with polycultural commonalities as well as with differences. Some of the people in this school community seem to be supporting the notion that we are the elite and this is a dangerous concept to teach to our children. Mankind's ultimate purpose is the major purpose of this school... justice for all men, acquired through peace. Our objectives should be to teach the children to the level of their capabilities, to foster fairness, and to assure critical thinking abilities. We should not miss the opportunity that we have to abolish ethnocentrism.

Carlos Camaano

I am a Latin American of European discent and I am in this country now because there is demand here for the cattle I raise. Dr. Eclectic asked me to share with you what I believe because I have been interested in the ASOS in my country. I am not an educator. I believe that people of different nationalities can learn much from each other and that this is especially true for children. What this school can do is to provide a good education for many different children while they also learn from each other how much they have in common and how few important differences they really have.

Ling Yung

This school has a time limited future. At this point in time, it can provide a superior technical education and that is what it should do. It will not always be needed.

Henry O'Leary III

All of us here are interdependent or we wouldn't be together at this time. Our children will be more interdependent than we are. The ASOS reflects our common desire for an American-type education. We want our children to be fluent in English and in their first language, and when possible, in the language of this country. We may not be the elite in all senses but we are the intellectually elite and so are our children compared to the general world population. We want our children to be prepared to continue university level education and we want them well prepared to do so. The natural selection process is operative in this school community, and this school will prepare many of the leadership personnel for the next generation. Therefore, it is not simply our right but our responsibility to assure that a high quality of education is our principal purpose. Less rigorous programs can exist for children in the school not so motivated or endowed, but not at the expense of the principal purpose which is high quality education.

Jack Park, Jr.

My reason for attending this meeting is to point out to the school that its responsibility is to provide an education for the dependent children of company employees who are assigned here. The company I manage helped to organize this school, and continues to bail it out of financial problems periodically. The reason we do this is to have a school available for the children of our employees. Ideally, what they want is a school that is better than they had at home; they will not settle for anything less than what they had at home. This is a quasi-public school... it should provide an education, within reason, for the dependent children who are here. That's its first purpose, if it can do more, more power to it. Don't expect me, however, to give an intelligence test to the children of our employees before they are assigned here. Finally, it is a sound policy for the school to have good relations with this country's government and my own country's government. We are independent but our independence and our profits are dependent on the two governments' policies, bilaterally and individually.

Frank Good

I moved to this country after some experience in a school-to-school project when I was a U.S. school superintendent. I am surprised that many people in this school community appear to reduce otherwise manageable problems to an "either-or" choice. We can have a good school that is responsive to many different needs of children and youth. A part of education anywhere is a cross-cultural dimension... it's simply easier and more obvious since this school is located here.

Rather than purposes and goals as such, I would suggest to you that the basic premise undergirding our programs should be the following:

> "The purpose of this school is to develop individuals who, in an interdependent, technological and scientific epoch, demonstrate ethical beliefs and academic achievement consistent with needed competencies to contribute as much as possible in shaping a positive future. All children will not learn all things equally well or at the same rate. Each admitted, however, will have ample opportunities to pursue learning and knowledge appropriate to his aptitude and motivation. Limitations on admission will be based only on the availability of space and the proportion of children needed to maintain a bilingual, binational program."

This school is an international school in that it accepts students of all nationalities; its program, however, is a binational program based on the U.S. model and generously enriched with the language and culture of the country in which it operates.

William Solomon

I am very much impressed that the results of several studies about the ASOS demonstrate that there is a wide gap between what a school reports that it should be and what examination reveals that it is. This may result from either an outside approach to preparing statements of purposes and objectives for the ASOS or from attempts to write something that sounds respectable even if it does not reflect accurate beliefs. It would appear that many non-ASOS people, who are interested in the ASOS, are inclined to ascribe to these schools greater potentials than the school communities believe they have, or more esoteric objectives than they want to have. This self study provides an opportunity for the school community to speak for itself, and I urge you to do so. Violating my own advice, however, I suggest that what this school needs is the following:

1. A philosophical statement capturing the rationale for an American-type education enriched by cross-cultural opportunities to which the school subscribes.
2. A constraining statement that the program is designed for children and youth who will in all probability continue with higher education (with a decision about where, e.g., the U.S., Europe, elsewhere; one, two or all of these options).

3. A permissive statement that non-college preparatory programs are available but limited to a general education (not a comprehensive one, e.g., vocational and pre-vocational). This generally will mean that some general electives are available and that intensive work in the academic solids is not required of all children for graduation.
4. A statement that English is the primary language of instruction. This should not preclude the option of special classes in English to assist students to qualify for regular classes, or special classes in the language of the country for classes taught in that language.
5. A statement that focuses on the total school program, not just the high school. For example, if this school neglects to infuse the curriculum at all levels with career education concepts, it will do a grave injustice to all of the children. The greatest opportunity to teach tolerance, justice, fairness, and bilinguality is at the elementary school level. Let us not forget that.

To demonstrate that I am not avoiding completely my own advice, I suggest that the opposite of these statements be considered and that this group state what it believes.

Dr. Eclectic

Would the superintendent share what he believes about our discussion thus far with particular emphasis on the implications for administration.

John Traxworth

I am impressed that so many thoughts have emerged in such a short time. This school can meet any or all of the objectives expressed or implied thus far.

The questions seem to be most related to cost. To accomplish what has been suggested thus far strongly supports: (1) the need for highly qualified teachers and leadership personnel who are willing to improve themselves continuously, (2) the provision of smaller, less cost-efficient sections for high school options and alternatives for school-wide special language courses, (3) the availability of a substantial selection of instructional materials and equipment, and (4) the provision of learning spaces and classrooms dedicated to specified educational functions.

The questions, secondly, are related to the topic of what constitutes a bilingual program. Should we have a dual curriculum and what choices do we have about this? Is it a requirement of the National Government and can it be modified? If bilinguality is a goal, is it important to maintain a reasonable percentage of the student body and the faculty who are native speakers of English?

The school cannot be all things to all people, but its program scope can certainly include substantial diversity in meeting the educational needs of many groups of children and youth who have different purposes.

Vincent Giambardo

As any other employee of the U.S. government, my dependent children must have available to them a reasonable educational opportunity at the post where I am assigned. All dependent children of government employees have this need and expectation and the primary purpose of this school, from my perspective, is to respond to this need. My beliefs are in agreement with those stated by Mr. Park. I would add that the primary thrust of the Office of Overseas Schools should be to foster and support the provision of adequate educational opportunities for dependents of government employees and that within this thrust, it also is charged with fostering cultural relations and mutual respect and understanding among peoples.

Sam Skinflint

I am not a prejudiced man... some of my best friends are not Americans. I do want to remind you, however, that this school was founded to provide an American School for those who want that type of education. What this school has is a product, and that product is an American education designed to prepare children to transfer easily to other U.S. schools overseas or at home, or to be prepared for U.S. higher education. If parents don't want to buy this product, they shouldn't enroll their children. We should do all we can to keep this school as American as possible and do no more than we have to do that is contrary to this purpose. I am concerned because the wrong people are being asked what this school should be... the Founders are the ones who should decide this. Finally, I want to say that all this school needs is a good leader who will make this school what the Founders intended it to be.

Marshall Ainsworth

I am close to retirement now, but I have had three children attend ASOS in various places in the world. My youngest, Joey, will graduate from this school this year. Only recently have I comprehended fully what an American School is and what it is not. For most of my adult life, I believed that a school should be exclusive and by that I meant traditional, or more explicitly, a school like Boston Academy which I attended. Someone pointed out to me that only 10 percent of the youth in the U.S. even attended high school at the time that I did. I now see in the U.S. eight of ten children who enter school completing high school and almost two-thirds of these continuing to some form of post secondary education. Dr. Bruce Peseau, a futures forecaster, reported that "these quantitative and qualitative changes were caused by technological developments applied to education, by a higher state of knowledge about learning and learners; and by increased national commitment to ensure that every child experience a more extensive education and its socioeconomic benefits." My search for answers leaves me with questions at this time: (1) is our commitment to what we should be oriented enough to the future, (2) will not all people... professional and others... be more and more knowledge dependent, (3) will re-training in the knowledge base and function become a lifelong need for everyone, (4) are we continuing to assume that the transmission of a minute amount of the accumulated knowledge available is more important than learning the skills and processes of inquiry and of learning, (5) can we assume that we now have available the technology and the knowledge which will make feasible a better education for all, (6) can our children learn what they need to know in the affective domain of learning if we isolate them from societal reality, and, finally (7) are we wise enough and bold enough to utilize what we now know; or, are we so apprehensive that we must rely on that which is familiar to our own past experience? My belief is that what we are now discussing in 1976 is closer in precept to 1876 than it is to 2000, the time we should be concerned about for our children. The reason I believe that this is true, is because until recently, I also believed that traditional equated with exclusiveness: I now know that education is much broader than I thought.

Fred Hauer

Being away from home, I can speak more candidly than others should who will continue working together on a day-to-day basis.

First of all, 92 percent of this school's operations are financed by tuition and fees. Tuition for dependents of government and business employees are paid, in most cases, by government or corporations, and has little impact on the financial status of parents. The unsponsored or independent parent... U.S., National or Third-

Country National... will view the school's future quite differently when tuition is a personal expenditure. This difference is inherently one of some conflict of opinion among parents. Regardless of the 5 percent of student places available through tuition scholarships, this school for most practical purposes is for the upper and high economic groups and for upper middle income groups with full or subsidized tuition allowances. Because of the high tuition, many parents and others believe that they should have the benefits of a first-class private school. Your per pupil expenditure related directly to instruction, however, is at about the lower quartile in the U.S. Your extraordinary expenses for transportation, moving expenses, and complex administration are largely unrelated to the teaching-learning process. This should help you to understand what you are not... a rich, exclusive school. Knowing what you are not may help you to decide what you are. This school should develop a statement of purpose that accurately reflects what it is and who is to be served by it.

Secondly, the pupil population in this school is above average in scholastic aptitude and has had more cultural and cross-cultural opportunities than average. Further, they know much less about the world of work than most of their parents did during their school years and they are less driven by economic rewards than their parents were. Any school community such as this one should be keenly aware that the ambience of the school community and parental attitudes tend to create an imbalance between pupil aspirations/self concept and records of achievement (academic record) in U.S. higher education. Several studies have demonstrated this. The pupil population is similar to that found in any school where parents are in the higher socio-economic range. In simple language, the children in this school community are brighter than average, have had more advantages than average which contribute to learning, but they are not comparable to the pupil population of a highly selective private school. My own professional judgement is that this school can provide an education that is superior to that provided by a highly selective school in terms of wisdom, adjustment, and reality. A major purpose of this school should be to assure that all personnel have current knowledge about the nature of the learner.

There is a great void in the thinking among many members of this school community about the success of modern educational practice. Many are identifying successful practice in terms of horse-and-buggy knowledge. There is absolutely no evidence that supports the efficacy of rigid, highly structured, cold, calculated education. There is substantial evidence of the successfulness of challenging, interesting, well planned, flexible and highly individualized instructional programs: The difference between these two approaches is discernable only to the careful observer. The greatest void in this school is that many of the teachers have not learned very much about modern advances in the practice of the art and science of education and indeed are supported psychologically in their stance that the old ways are the best ways, when in fact they are simply reflecting that they have not themselves studied anything new in quite some time. A major purpose should be to assure competency through policy supported faculty development plans.

This school can indeed provide a high quality of education to meet several different aspirations and abilities. All of the conditions needed are present, but they are not properly organized toward any set of agreed-upon goals. This self study should accomplish that.

Will Wright

My statement will be succinct. No school can be selective in the information which students are exposed to... there are many means other than schools which also function in providing information. This is also true for values. This school still operates from the premise that it can isolate itself from the society and the world of which it is a part. It cannot do so. It must confront reality.

Reality is that children must learn more, they must learn better how to learn, and they must learn how to be more selective in what they learn and what values they embrace. A school that still views itself as a transmitter of a body of knowledge and a set of values is being unrealistic. The major goal for this school should be to develop a plan that will assure that our children are not receiving a tradition bound, out-dated education. This requires that a partnership be forged between this school and other schools and sources of assistance to assure that our own minds are stretched regularly and systematically.

Susan Smith

As a classroom teacher for many years in this school, I have observed many changes and many differences. These are not as important to me as they seem to be to others for I view change as a normal and anticipated condition, not as something that produces anxiety. I view myself as one who manages learning experiences for children and who helps children to grow, develop and understand themselves. What they don't know is merely an unrealized potential, and my responsibility is to create learning experiences to help them to learn. Learning for me is fun, exciting and rewarding; therefore I never use it to punish, chide, or embarrass a child. I know that children need to learn and need certain skills in order to do so, but I know that each child is an individual and that different children learn best from different methods and materials and they learn at different rates. What this school should be has always been clear to me. I have so much help from the children themselves that learning is always exciting. The differences in background, first language, culture, experience, travel, and so forth among the children provides a magnificent opportunity to test differences against similarities and commonalities. In this kind of learning environment, children very early in their lives began to learn what they believe and they understand why they believe what they do. There is never any falseness about beliefs and values because they are learned in full awareness of several choices. Is this not the essence of education? Is this not what everyone in this school community should understand? Is this what this school should be? With so many opportunities and so many potentials for learning, I am optimistic that the students in this school will receive a superior education. My only reservation is that "superior" will be defined by some in terms other than what is best for each child.

Antonio Zapata

I was the construction foreman when this school was built and the school hired me as head of maintenance. I had never worked on a building like this... there were just a few walls. I was not surprised when the superintendent who built it was fired. I was surprised that the children were happy and the teachers were unhappy. I have built several partitions for the rooms to close them in. The teachers seem to be happier but the students seem sadder. Could we do something to make the teachers and the children happy?

Mary Wanderlust

Both my husband and I were invited to this meeting but John had another commitment and could not attend. We are returning to the States at the end of this school year. Frankly, we are very disappointed. We accepted positions here because we were led to believe that this was a school without the problems of schools at home. This is not the paradise we thought it would be. This is the hardest, most demanding school of all of those where we have worked. We have little time to do those things which brought us here in the first place.

Joseph Williams

This school is a sham. It does not infuse itself with its cultural surroundings and it cares nothing for the people. The proletariat are the ones who really pay for this school. If you are serious about equity, at least one-half of the enrollment should be on tuition free grants.

Mr. Giambardo

Would Mr. Williams explain who and what the proletariat is.

Dr. Eclectic

Let's continue with a statement from Mr. Wonder, who is an invited consultant from an ASOS in another region of the world.

Willis Wonder

My career has been spent as an ASOS administrator in one location. I am one of three with more than ten years of service as an ASOS superintendent. Our school is well organized and does have a clear statement of mission. This does not mean that it is problem-free... we have had many problems and many differences. We decided early in our development that we could not be all things to all people. Our program was developed at the elementary level as a dual curriculum... one-half in English and one-half in the language of the country. Our high school had tract options in English only, National language only, or Bilingual. What we do, we do well and responsively but we have probably missed many opportunities. Our school calendar is not compatible with U.S. schools. The net result is that our enrollment is in some imbalance since most U.S. children attend another small American-type school here where instruction is in English and the calendar is more compatible. Most short-term U.S. residents enroll their children in the other school. We have accommodated the needs of most high school students, however. Several in this school community speculate about what could have been. I wonder myself if we could have accommodated more needs. One fact is clear... our National children are not as fluent in English as they would be if we had a better mix of native English-speaking students and teachers in the elementary school.

The major difference between our school and yours appears to be that we set a course and have learned to live with the advantages and disadvantages which resulted.

Dr. Eclectic

This has been a very valuable meeting. I am certain that each of you will be able to discuss the various points of view expressed when you return to your various group meetings. I am certain that many other points of view will emerge as we continue our discussions and deliberations.

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THE GUIDE

1.0 School Organization

POLICY OUTLINE

- 1.0 School Organization
  - **1.10 School Legal Status**
    - 1.101 Corporate Articles and Purpose
    - 1.102 Corporate Control
    - 1.103 Requirements and Constraints
    - 1.104 Powers Delegated to Board
    - 1.105 Ownership, Tax Status and Abolishment of Assets
    - 1.106 Other
  - **1.20 School Board Legal Status**
    - 1.201 Legal authority delegated to Board
    - 1.202 Legal authority withheld from Board
    - 1.203 Powers, Duties and Responsibilities of Board
    - 1.204 Membership on Board: Number and Qualifications
    - 1.205 Terms of Office
    - 1.206 Method of Election and Appointment
    - 1.207 Filling unexpired terms
    - 1.208 Resignation and Removal
    - 1.209 Other
  - **1.30 Legal Status of Superintendent**
    - 1.301 Source of Superintendent's Authority
    - 1.302 To Whom Superintendent is Responsible
    - 1.303 Powers Delegated to Superintendent
    - 1.304 Other
  - **1.40 School Organization Plan**
    - 1.401 Functions to be Satisfied
    - 1.402 Levels and Schools
    - 1.403 Line/Staff Organization
    - 1.404 Other
  - **1.50 School Year**
    - 1.501 School Calendar
    - 1.502 Vacations and Holidays
    - 1.503 Summer School
    - 1.504 Other

1.60 School Day

1.601 Hours for Pupils
1.602 Hours for Professional Personnel
1.603 Emergency Closing
1.604 Extended days for Make-up for Emergency Closing
1.605 Other

POLICY QUESTIONS

1.0 School Organization

1.10 School Legal Status

1.101 What are the corporate articles of the school and what are the provisions. Does the school have one or more sets of incorporation. Is there a parent corporation, e.g., the American Society, the Chamber of Commerce, a Foundation.

1.102 Which national laws and which state, province, territorial, etc., laws have jurisprudence over what parts of the school's operation. Is corporate control direct or does the school operate as a secondary entity.

1.103 For what legal purpose was the school established. How is this purpose interpreted. What powers are given to the board to change the purpose. How broad is the legal purpose.

1.104 Are there any legal arrangements or bilateral agreements between the host country and the U.S. pertaining to the operation of the school. What are they.

1.105 Who owns the school. What is the tax status on income, on property and assets. How can the school be abolished and what disposition of assets can be made. Can anyone profit, or recover investment, and, if so, what are the conditions or limitations.

1.20 School Board Legal Status

1.201 What is the authority of the collective Board and how can it be changed or modified. What authority is withheld.

1.202 What is the source of legal authority for the Board.

1.203 What are the powers, duties and responsibilities of the collective Board, of individual officers or members.

1.204 What is the source of the powers, etc., and what legal provisions are there concerning number and qualifications.

1.205 What types of membership constitute the Board... voting, non-voting, ex officio. What terms of office are specified. Is an observer or *comisario* required.

1.206 What are the procedures for electing or appointing Board members.

1.207 How are unexpired terms filled.

1.200* How should Board members be selected and how are terms staggered.

1.200 What should be the terms of office for Board members.

1.200 How does a Board member resign and for what reasons.

***Refers to Code 1.20 but not to a specific sub-code in the policy outline. Double zero digits are similar throughout the Guide.**

1.200 Under what circumstances can a Board officer be removed from office.

1.200 How is a member removed from the Board.

1.200 What constitutes an unexpired term of office.

1.200 How is an unexpired term of office fulfilled.

1.30 Superintendent Legal Status

1.301 What is the source of the Superintendent's overall legal authority.

1.302 To whom is the Superintendent responsible.

1.303 What powers are delegated to the Superintendent from what sources. How can they be changed.

1.40 School Organization Plan

1.401 What functions are to be satisfied by the organization plan. Pre-school. Bilingual programs. Secondary language programs. College-prep. U.S. and/or National.

1.402 Based upon the functions what is the most appropriate organizational structure for the school and at what levels and how many sub-units.

1.403 What line/staff pattern is most appropriate.

1.400 How should authority be distributed/delegated to whom and by whom.

1.400 Is authority commensurate with responsibility.

1.400 How many schools and types... pre-school, middle, elementary, junior high, senior high, etc., are needed.

1.400 Which organizational sub-units (if any) have direct access to the Board and for what purposes.

1.50 School Year

1.501 When is the school calendar and how is it determined.

1.502 What vacations and holidays are available and under what requirements or practices.

1.503 What is the summer school calendar.

1.500 Does the number of school days satisfy minimum host country, U.S., or educational accrediting association requirements.

1.500 What are mandatory holidays required by the host country.

1.500 What vacation and holidays are established by the Board.

1.500 Are provisions made to extend the school year if it becomes necessary.

1.500 What provisions are made for time for teacher and pupil orientation. Are these days counted as "school days."

1.500 What policies govern the summer school program offered by the school.

1.60 School Day

1.601 At what times during the day does school begin and end for each level, e.g., Preschool, Elementary, Secondary, etc. How many school days are there in a week.

1.602 What is the working day for professional personnel, administration, teaching, planning, conferences with parents, In-Service training.

1.603 Under what conditions can the Superintendent close the school in an emergency. What provisions are made for notification, transportation, safety of children.

1.604 How is class time lost from closings "made up."

1.600 How does the Superintendent initiate emergency or unscheduled closings.

1.600 How is the minimum number of days of school assured if school is closed because of emergencies or directives.

MAJOR CONSIDERATIONS

1.0 School Organization

The category, School Organization, includes not only the legal status of the school itself, the board and the superintendent, but also the organization plan for the school, the school year and the school day. Each of these categories may vary from ASOS to ASOS and also from geographic region to region. There are many important issues within each category of policy which relates to school organization.

The legal status of the several ASOS throughout the world varies according to the nature of the school and the legal provisions and accommodations of the country in which the schools operate.

There are four major considerations related to the nature of the legal status of the school: (1) its capability to meet the same requirements in general which govern any other private school, (2) the language of instruction, (3) the need or desire to transfer to a national school or to be eligible to enter a national institution of higher education, and (4) the dates designated as the school year.

Legal provisions and accommodations of the host-country for schools, culture, education and exceptions largely determine the nature of the legal status of the school. There are four major considerations related to this topic: (1) if general private school requirements do not unduly restrict the language of instruction or the curriculum, the ASOS is operated under these provisions, (2) if the language of instruction for private schools may be other than the national language for minority groups or for foreigners, ASOS operate under these provisions, (3) if the ASOS is organized for a U.S. program, and there is no need for its students to transfer to national schools or universities, it in many cases operates under special provisions or as an exception, and (4) if the national school calendar cannot be accommodated, the ASOS usually also operates under an exception or special arrangement.

In addition to the considerations, stated above, and as a result of the fact that few ASOS operate under the normal host-country provisions for private schools, the majority operate in two major manners: (1) under special interpretations or exceptions in which the school operates a U.S. type program, or a dual program in which the U.S. and National programs are both accommodated, or under a special charter not designed originally for the operation of a school but interpretively expanded to include the ASOS, and (2) under legal provisions for non-profit cooperatives, corporations or foundations for the purpose of educational, scientific or cultural endeavors. Operations under either or both of these manners is often further restricted, controlled or constrained (frequently by different ministries, agencies or laws). The results may include any or all of the following: (1) the language of the country must be taught, (2) only foreign children may attend, (3) the national curriculum must be included in at least the elementary school program, (4) the history, geography and civics of the country must be taught, (5) the national school calendar must be followed and/or national holidays must be observed, (6) a certain proportion of nationals must be employed, and (7) certain subjects must be taught by nationals.

In one manner or another, all ASOS do have a legal status and do operate under legal provisions and limitations. Most are also subject to legal and/or other regulatory constraints and interpretations of many governmental entities and regulatory agencies. Quite obviously, the legal status of any ASOS, in part, determines or sets forth many of the powers of the board as well as certain responsibilities, constraints, limitations, and other provisions. All of these should be incorporated into board policy and copies of pertinent documents and authorizations should be available as information documents for all board members and for the superintendent.

The legal status of the board is determined in most ASOS by the charter. The corporate control group... founders, shareholders, parents, and so forth... in many cases delegate much legal authority to the board for the operation of the school but frequently retain the legal responsibility for electing or naming the board, selling or purchasing property or plant and ultimate control of budget. The major issue for the ASOS is to be certain that decisions made by the board are based on the collective judgment of the board after considering any issue brought before it. If the corporate body retains unto itself certain decision making authority, this should be done openly, not by instructing board members to vote for or against certain issues. The principle involved is simply that any decision made concerning an ASOS should be made by a group which considers all of the evidence.

The legal status of the superintendent is an important issue not only in terms of his legal authority to commit the school but also in terms of his liability. In most ASOS, the superintendent is empowered legally to commit the school to personnel contracts, purchases and so forth but the corporate body assumes legal responsibility for the school. For examples: (1) an employee may bring suit against the board based on failure of the school to comply with a contract issued by the superintendent, (2) a parent may bring suit against the "school"... i.e., the legal entity... for failure to provide adequate supervision on the playground which resulted in injury to a dependent, or (3) a vendor may seek to collect a past due obligation incurred by the purchasing agent. A clear understanding of the legal status of the superintendent is important equally for the board and for the superintendent. At issue are questions of policy about who signs contracts and the limits of liability which the superintendent may incur.

A common issue relates to the two level governance of many ASOS (for example, Founders and a Board). If the superintendent is to perform professionally, he cannot report to two different groups. His or her exact relationship to any group other than the board should be clear and his responsibility and reporting should be without exception to the board.

Each ASOS, by policy or practice has an organizational plan. The mission of the school is eroded frequently by neglecting the functions to be satisfied that are consistent with agreed upon goals or by satisfying functions that are inconsistent with goals. Some schools have attempted to operate a national program as a separate component of the school, or a bilingual secretarial program, or a program for non-English speaking children when these functions were in reality to accommodate a special interest or to solve financial problems rather than because a need consistent with the school's goals was being met. These programs, conversely, may indeed have merit and be consistent with goals. A deliberate policy decision should be made, however, in which consistency is tested against goals. The obverse of the problem is that needs exist which are consistent with goals but which are not being met. The history of spin-off, break-off and protest schools being created in the same location as an existing ASOS is long and in many cases unfortunate. The result is frequently that two low quality schools exist when the critical mass needed for one good school is fragmented. The board of any existing ASOS can predict with confidence that if it does not meet the needs of a substantial group of people who desire an "American-type education" for their children that the group will found a school to meet that need. Nevertheless, any ASOS has the right and responsibility to be no more than it wants to be. However, a decision not to meet the needs of children and youth who desire a type of education compatible with the school's goals may have serious consequences for the future.

Perhaps one of the most common and persistent considerations for the ASOS is the incompatibility of the school year designated by the host country with the U.S. school year. The obvious problems that this situation creates are serious for students from the U.S. or from other ASOS on the U.S. calendar who arrive in the summer expecting to enter their children in the new school year and discover that the ASOS school year started in February. The reverse is true if students complete an ASOS school year at the time incompatible with their return to the U.S. The school year also relates to recruiting personnel from the U.S., not only the beginning date of their contract, but also its termination date if they are returning to the U.S. People responsible for formulating policy for the ASOS should be aware that the two most frequent reasons for the creation of spin-off protest American schools are: (1) incompatible school years and (2) school programs that are inappropriate for short-term residents. In many cases the school year is a national government requirement; however, many accommodations have been made to the needs of ASOS.

The school day is a consideration that is important in terms of not only the teaching-learning process but also the involvement of parents. Probably one of the most absolute certainties in the ASOS is that the school day is too frequently interrupted by announcements, messages and other distractions. There should be at least six hours of time available for instruction and learning activities exclusive of recesses, breaks, lunch periods and classroom changes with some variation for preschool children. Many ASOS have eroded the time needed for learning. Teachers should have adequate released time during the school day to review planning and lessons and simply rest, but their school day should also include time for conferences with parents. Some ASOS are constrained by the following considerations: (1) the school day for all children and perhaps teachers must by necessity correspond to the school bus schedule, (2) the school day is influenced by the climate, (3) practices of short school days have developed and practices are difficult to change, (4) the local culture conflicts with school hours (for example, lunch), and (5) curricular organizational patterns require accommodation, for example, a dual curriculum.

ASOS experience more required closings than typical in the U.S. Strikes, unrest, and unplanned holidays are not uncommon. The key policy decisions relate to how schools are closed and the network for advising parents and arranging transportation, and how lost days are made up. In most cases, lost time is made up by extended school days or by Saturday classes rather than by extending the school year.

SAMPLE POLICIES

1.0 School Organization

1.10 School Legal Status

1.101 Corporate Articles and Legal Purposes

Example 1. The ASOS of Internationalville (ASI) operates as a non-profit foundation under a charter issued by the Secretariat of Foreign Relations. (Normally a reference will be made to the Charter as an Information Document identified by location in a board manual available to the Superintendent and the Board members). The ASI exists for the purpose of fostering scientific, cultural and educational endeavors.

Example 2. The ASOS of Internationalville operates under the Minority Schools Act of 1919 (ID) for the purpose of providing elementary and secondary education in a language other than the national language of the host country.

Example 3. The ASOS of Internationalville operates under the provisions of the National Ministry of Education for non-profit private schools (ID) with additional interpretations and approval (ID) permitting the operation of a dual program including instruction in the English language in the elementary school and with the high school exempt from requirements but without the privilege of recommending earned credits for acceptance by the National Ministry of Education or the National University.

Example 4. The ASOS of Internationalville operates as a Cooperative Stockholding Corporation for the purpose of operating an American-type school (ID). It also operates under the general provisions of the National Ministry of Education for those programs requiring Ministry approval.

Example 5. The John F. Kennedy School is a tuition-free school operated under a special act of the Berlin Parliament which enables the school to design its own educational policy. The Act appears as Exhibit Document Number 1.*

Example 6. The American School of Madrid is governed by a 12-member Board of Directors elected for three-year terms. Board membership is self perpetuating. Membership is automatically conferred upon the Parent-Teachers Organization President. The Deputy Chief of (American) Mission has also been an active participant. The American Ambassador has traditionally accepted the Honorary Presidency of the Board. Legally recognized as a Spanish association, the school is also incorporated under the laws of the State of Delaware. The school has been designed as tax-exempt under Section 501 (C) (3) of the U.S. Internal Revenue code. (83, p. 70).

Example 7. The Singapore American School is a private school which operates as a cooperative venture of the parents of students attending the school, through the American School Trust Limited. As such, the school is not obliged to accept each and every student applying for admission, nor to allow disruptive elements, for whatever cause, to remain in school. (191, p. 2).

Example 8. SECTION 1. *Name* - The name of this Corporation shall be the "INTERNATIONAL SCHOOL, INC." (As amended on April 15, 1970).

SECTION 2. *Purpose* - The purpose or object of this Corporation is to establish and maintain a non-sectarian private school mainly for students in the international community and providing curriculum in the English language which shall be primarily for college preparation, with additional courses as applicable and feasible to broaden and enrich the program (as amended on April 18, 1972).

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*The Act does not appear in this publication. The statement indicates that it should be available in a set of Exhibit Documents available to the school to which it applies. This will also apply to other similar statements.

SECTION 3. *Nature* - The Corporation is a non-profit, non-stock membership organization. Any and all monies and assets shall be devoted exclusively to the furtherance of its activities. No dividends shall be declared and no profit shall inure to any individual member. (98, p. 3).

Example 9. The letter presented by the President of the Board of Directors of "The American School," being admitted to this Ministry by the No. 6601, in which the authorization to operate a teaching center by the name of "The American School" has been requested, and whose purposes are as follows: 1) To provide primary and secondary instruction at a high scholastic level which allows students to transfer from the above-mentioned school, to schools in the United States of America, and to prepare its students for entry into North American Schools and Universities; 2) to promote knowledge and mutual understanding between Paraguay and the United States of America, and

CONSIDERING: That the operation of the mentioned institution of learning will contribute by the mentioned purposes toward a greater development and educational understanding between both countries.

THE MINISTER OF EDUCATION AND WORSHIP RESOLVES:

1° To authorize the operation of "The American School" at the elementary, intermediate and secondary levels;

2° To communicate to whom it may concern and file. (24, p. 8).

1.102 Corporate Control

Example 1. The ASOS Foundation is under the corporate control of its members and its major function is the operation of The ASOS of Internationalville. Membership in the Foundation is limited to: (1) U.S. citizens, (2) current residency, (3) approval by the Board of Directors *or* (1) parents with children in the ASOS and (2) approval by the Board of Directors. The Foundation membership shall elect the Board of Directors and delegate to them ample and general power for administration and management of the Foundation including the power to issue regulations covering the operation of institutions under the control of the Foundation and to enforce compliance therewith.

Example 2. All parents of students at the American International School (Vienna) are automatically voting members of both the "Association of the American International School" and of the "Verein of the American International School." These organizations serve separate functions but are identical in membership and hold joint meetings. The purpose of the Association is to operate the school; the purpose of the Verein is to hold title to the real property as a required Austrian legal entity.

Example 3. The Escuela Americana operates under Statutes approved by the Ministry of the Interior on July 24, 1964 and published in the *Diario Oficial*, Number 168, Volume 204 on September 14, 1964. The Statutes govern the school. The governance is vested in the highest authority of the Association which is the General Assembly. The General Assembly has as its membership the father and mother or the guardian of the students enrolled in the Escuela of the Association.

Example 4. The Corporate control of the American School is the American School Foundation, a non-profit civil association authorized to engage in scientific, educational and cultural activities. Membership in the Foundation is by invitation. The members, designated as Founders, determine the functions of the Foundation.

The current primary function of the Foundation is the operation of the American School. The American School operation, within the confines of the Founder's authorization, is conducted by a Board of Directors of the American School. Members on the Board of Directors are elected by the Founders and may include Founders.

Example 5. To be a member of the Association, it is necessary to be the parent of a pupil registered in the school. In the absence of the pupil's father, the mother, the guardian, or the person in charge of the pupil who has registered him in the school, shall be the member. Where there are two or more children registered in the school the head of the family (father, mother, guardian, or person in charge of the pupil) shall have only one vote.

The Association shall be directed:

a) By the General Assembly (Parents Group)
b) By the Board of Directors, and
c) By the President of the Board of Directors. (46, p. 1).

Example 6. The American School of Barcelona was founded in 1962 by a Spanish philanthropist, with an enrollment of 50 students. In 1967, the ownership was turned over to a Parents Association so as to permit its reorganization into a non-profit educational institution. It has since been incorporated in the State of Delaware as such. Its policies are determined by an elected Board of Governors, composed of parents of current students. (83, p. 67).

Example 7. The American School of Milan was legally established in January of 1962 as a non-profit, independent, non-denominational institution for the purpose of providing a coeducational day school for English-speaking children. The school is owned by the parents of children enrolled. These parents constitute the parent association which annually elects a twelve-member Board of Trustees entrusted with the financial and legal direction of the school. The school's primary objective is to assure that American children who find themselves in Milan for various lengths of time will be able to continue studies, maintain continuity with an American curriculum, methodology, and the English language. However, within this framework, the school is definitely committed to exploring and utilizing the many advantages and opportunities which accrue from its location in a modern European city with a wealth of historical ties. (83, p. 54).

Example 8. The General Assembly, which is the principal authority of the Colegio Panamericano, is formed by the corporation with voting power in the Assembly.

The General Assembly should meet regularly once a year in March, at 8:00 p.m. on the school premises. The *quorum* required for holding a General Assembly should be formed at least 1/2 + 1 with voting power, in their own name or holding proxy, representing at least 2/3 of the affiliated families.

The following items are reviewed by the General Assembly:

1. The President's report of school activities during the year past, and those planned for the year just begun.
2. The Treasurer's report.
3. The expense and revenue accounts.
4. The budget for the following period.
5. The Director's report.
6. Nomination of a new Board of Directors.

The elections of 1/2 of Board of Directors, and Revisor Fiscal for one-year periods are made by the General Assembly. The President of the Board also acts as President for the General Assembly.

For most actions of the General Assembly, decisions are based upon the majority of votes, except as otherwise specified in the by-laws.

An extraordinary General Assembly may be called upon request by a majority of the Board of Directors, or by written request of a minimum of ten affiliated families with voting power. In both cases the affiliated families must be advised in writing or through the newspapers ten days in advance.

The minutes of the General Assembly should be recorded in Spanish by the Secretary in the "Book of Acts of the General Assembly." (65, p. 43).

1.103 Requirements and Constraints

Example 1. The ASI is limited legally to accept students who hold a United States of America Passport.

Example 2. The ASI is limited legally not to accept any students of host country nationality.

Example 3. The ASI is required legally to meet the requirements of the host country Ministry of Education.

Example 4. The ASI is precluded legally from offering programs approved by the host country Ministry of Education for transfer purposes.

Example 5. The ASI is required legally to provide 10 percent of its enrollment with tuition free scholarships for use by host country children.

Example 6. The ASI is required legally to offer the approved Ministry of Education program through the sixth grade, but may also offer the American program within a dual track organization.

Example 7. The ASI is precluded from establishing increased tuition rates without the approval of the Ministry of Education.

Example 8. The ASI may not sell or transfer any real property to any other entity unless that entity meets the legal requirements of a non-profit organization.

Example 9. No member of the ASI Foundation or Board may profit or gain financially in any manner as a result of abandoning or selling any real property of the ASI.

Example 10. The ASI must keep, record and have available for inspection, an official record of all Foundation or Board meetings recording any official acts taken. Failure to do so automatically cancels the charter to operate as a non-profit entity.

Example 11. The ASI operates legally under the Labor Code of the host country.

1.104 Powers Delegated To The Board

Example 1. The Board of Directors shall have ample and general power for administration and management of the affairs of the Foundation and therefore shall be vested with all the authority of a general legal representative to perform all administrative functions, handle litigations and collections, and sign credit instruments, as also to execute acts of dominion, except as otherwise specified in Articles V, XVII and XVIII of these Articles, or otherwise reserved by these Articles or by law to the general meeting or prohibited to the Board. The members in general meetings, however, can restrict the powers of the Board of Directors. (12, p. 5).

1.105 Ownership, Tax Status and Abolishment of Assets

Example 1. The ASI, Inc. shall not have capital or be organized for profit and is established as a non-profit Corporation. The membership of ASI, Inc. shall be limited to the Founders of ASI, Inc., and to others designated by a majority of the Founders, who shall hold in trust all assets of ASI, Inc. for the purpose of education. The ASI, Inc. is exempt from corporate taxes. If the ASI, Inc. is abolished for any reason, all assets must be transferred to the host country government or to another non-profit corporation according to law.

1.20 School Board Legal Status

1.201 Legal Authority Delegated to Board

Example 1. Powers granted to the Board without limitation include the following.

1. Designate and remove Superintendents of institutions.
2. Issue regulations covering the operation of institutions under the control of the Foundation and all operations of the Foundation, and enforce compliance therewith.
3. Grant and revoke general and special powers of attorney.
4. Designate persons who may sign public or official documents in the name and representation of the Board and the Foundation.
5. Establish committees and fix the powers and duties thereof.
6. Bond any employees.
7. Designate one or more persons, from within or outside its membership, to serve as Assistant Secretary or Assistant Treasurer or both together, and fix the amount of compensation for such services. Any such person who is a Director shall be thus considered also an officer and shall receive no compensation for his services; any such person who is not a Director shall be considered an employee. (12, p. 6).

Example 2. The Board of Directors is a board of five members elected every two years by The American School Association. They are responsible for general school policy and administration and report to The American School Association. (25, Sec. 2, p. 1).

Example 3. The business of the Association shall be managed by the Board of Directors who may exercise all such powers as they think proper and in compliance with the Articles of Association in force and such other policies as may be adopted by the Association in General Meeting. No regulation made by the Association in General Meeting shall invalidate any prior act of the Board of Directors which would have been valid if that regulation had not been made.

The Directors may exercise all such powers of the Association not required by these Articles to be exercised by the Association in General Meeting, including power from time to time to make, alter and repeal rules, regulations and by-laws for the operation of the School; determine school entrance requirements; fix such fees and employ and dismiss such teachers, instructors and other employees as they may deem necessary, expedient or convenient for the proper conduct, management, control and direction of the School, being not inconsistent with the purposes of the Association. (3, pp. 4-5).

Example 4. The Board shall act as the general agent of the ASOS Foundation in carrying out the will of the members in the matter of education as stipulated in Board developed policies compatible with the Foundation's Charter.

The Board shall be responsible for carrying out mandatory laws pertaining to education and shall consider and accept or reject the provisions of the permissive laws. In all cases where the laws do not provide or prohibit, the Board shall consider itself the agent responsible for establishing and appraising the educational activities under its jurisdiction.

In general, the Board shall be responsible for policy-making, with the advice of the Superintendent, and for the evaluation of these policies.

1.202 Legal Authority Withheld From Board

Example 1. The Board is not authorized to acquire or dispose of property valued at more than $100,000 without approval of the General Assembly. Furthermore, the Board is not authorized to operate schools at sites other than those previously approved without approval of the General Assembly.

1.203 Powers, Duties and Responsibilities of Board*

Example 1. The specific duties of the Board shall include, but not be limited to the following:

1. To determine, on the recommendation of the Superintendent, and subject to law, the educational policies of the school.
2. To require of the administrative staff the necessary reports and information which are necessary for the Board to make appropriate decisions involving the education of the pupils.
3. To cause to be taken, under the direction of the Superintendent, a quadrennial study of the school related to its problems and potentials, such study involving the school community, and to review the results of the study.
4. To appoint the Superintendent.
5. To approve, upon written recommendation of the Superintendent, the appointment of all employees and their salaries.
6. To suspend or dismiss any employee as provided for by law and by school board policy.
7. To approve the purchase or sale of all school lands within the legal and regulatory requirements of the Foundation.
8. To approve all building contracts.
9. To approve all purchases of over $500,000 unless such purchase is approved under the school budget.
10. To approve the annual budget.
11. To report annually to the Foundation, in the month of October, a full and complete statement of the receipts by source and disbursements by function of the school for the twelve months period ending September 30, and other such information about the school as appropriate.
12. To hold in trust all property, real, personal, and mixed, now held or hereafter acquired by the school.
13. To implement all actions required by law.

Example 2. The School Board will prescribe standards of eligibility and requirements for admission to the American School of Kinshasa. In consultation with the Principals, it will engage and dismiss employees of the school, prescribe their duties, and fix their salaries.

It will fix, publish, and insure the timely collection of school fees and charges, and it may direct the suspension of any student whose fees and charges are not paid according to its published schedule.

It will be entrusted with responsibility for managing all school finances in the name of the Association.

It will call to the attention of the Association members all matters affecting the welfare of the children enrolled in the school, insofar as the school shall have any responsibility for said welfare. (172, p. 5).

Example 3. Responsibility for supervising and operating the American School of

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***See also 2.206. The difference in 1.203 and 2.206 is that 1.203 is required of the Board by external requirement.**

Kinshasa shall be vested in a School Board answerable to the Association and composed of the following members:

- A. Officers of the Association.
- B. Principals of the American School (ex-officio and without voting rights).
- C. A representative of the missionary community.
- D. A representative of the United States Government community.
- E. An association member, not included among the communities named in sections C and D, elected at large by the entire Association membership present at the general meeting at which Association officers are elected. (172, p. 4).

Example 4. The Board of Directors shall determine the general policies of the School, shall have final authority and responsibility of approval of all appointments within the system, adoption of textbooks and course of study, purchase of sites, construction of buildings, and all other duties belonging to a regularly constituted Board and as outlined in the Statutes. (79, p. 11).

Example 5. The primary purpose of a lay board of education is to define the goals and objectives of its school and to establish policies and guidelines for the operation of the school as described in the Constitution. All other activities of the Board should be secondary and the Board should not involve itself in the actual operation of the school. (172, p. 7.).

Example 6. A board, to function well, requires as much staff support as possible from the administration under it, and it is the responsibility of the head to see that this support is provided within the resources available at the school. A head should welcome the counsel and assistance which a strong board can give him. A strong board, in turn, should hold the head fully responsible for the school's administration and should not attempt to usurp any of his administrative responsibilities. (72, p. 1).

Example 7. *The Board's Place In Determining The Educational Program:* It is the responsibility of the board to decide on the general scope of the educational program. In planning the program the board must consider local factors, the rules and regulations of the Colombian Ministry of Education, and the accreditation requirements and recommendations of the Southern Association of Colleges and Schools. It should also consider the recommendations of the Director and the staff of the school. It is in program planning and implementation that the board should capitalize on the academic and professional training of the Director and teachers, as well as their experiences with boys and girls.

It is to be remembered that the above only abstracts and do not constitute a total policy. Should the board find these abstracts useful it is hoped they will seriously consider scrutinizing the entire manual and adopt it in total as a policy guide. (65, p. 56).

Example 8. All executive powers of the Society shall be vested in the Board of Directors, and the Board may delegate such of its powers as it may deem fit.

The Board shall implement the principles and policies of The International School and approve its program and budget and the Chairman shall submit an annual report on The International School at the Annual General Meeting.

The Board shall review periodically the admissions practices of The International School, as delegated to the School Administrator, with the intent of implementing the International and multi-cultural character of The International School.

In the event a Board member cannot complete his term of office, the Board shall appoint a new Board member to serve until the next Annual General Meeting.

The Board shall be responsible for the appointment of the Administrator of The

International School. The appointment of persons in professional positions in The International School hired from outside Malaysia shall require the approval of the Board. The dismissal of all persons in professional positions in The International School shall require the approval of the Board. (99, p. 27).

Example 9. The members of the Board have authority only when acting as a Board officially in session. No Board member individually will speak for, or in the name of, the whole Board unless authorized to do so by the Board. The Board shall not be bound in any way by any action or statement on the part of any individual Board member except when such statement or action is in pursuance of specific instructions from the Board. (29, p. 3).

Example 10. DUTIES OF THE BOARD OF TRUSTEES:

1. The Board of Trustees will carry on all of the Association's business subject to the review of the Ambassador.
2. It will maintain adequate building facilities, necessary equipment and supplies.
3. It will set policies for the operation of the Association.
4. It will watch the Association's operations closely to insure that the Board's policies are carried out, whether they concern finances, member relations, working conditions, or any of the other details of the operation.
5. It will hire a Superintendent with, insofar as possible, experience in directing a similar institution, thorough knowledge of educational practices and administration, and ability to establish and maintain proper records of the Association.
6. It shall fix the salaries and compensation of the Superintendent, teachers and other employees of the Association and require from them such security for faithful performance of their duties as they may deem advisable.
7. The Trustees shall prepare the budget for the coming school year for presentation to the Association at the annual general meeting.
8. The Trustees shall serve without salary or compensation.
9. It will maintain adequate insurance of the Association's property.
10. The Trustees will employ annually an auditor or auditing agency to (a) review the business practices of the Association, and (b) actually verify the accounts, inventory records and other reports. (182, pp. 10-11).

Example 11. In addition to the duties and responsibilities of all Board members, the PTO president will act as the representative of the PTO on the Board. He will maintain close liaison between the Board and the PTO and will serve as the main channel of communication between those bodies. The content of any such communication between the two bodies or members thereof shall first be reviewed with the Board Secretary and President and the headmaster. (29, p. 6).

Example 12. THE DUTIES OF THE BOARD OF DIRECTORS ARE:

1. To work constantly for the improvement and progress of the school.
2. To appoint the Chief Administrative Officer of the school.
3. To appoint teachers and other employees, on the recommendations of the Chief Administrative Officer of the school.
4. To determine with, and on the advice of the Chief Administrative Officer of the school, the educational policy of the school and prescribe rules and regulations for the conduct and management of the school.
5. Subject to provisions of the Colombian law, to dismiss teachers or other employees for insubordinations, incompetence, or willful neglect of duty,

or when the interests of the school require, or on advice of the Chief Administrative Officer of the school.

6. To determine salaries for the school personnel.
7. To approve the admission applications of students on financial basis. (Chief Administrative Officer to determine educational qualifications first.)
8. To approve the sale of bonds, within limitations, as specified by the Board of Trustees.
9. To dismiss students if necessary, upon recommendations of Chief Administrative Officer of the school.

Example 13. The Board of Directors has mainly the following duties:

a. To attend the organization and the effective functioning of the Escuela and of the Association and to take all necessary measures for the development of their objectives;
b. To set the fees to be paid by each pupil;
c. To assume the administration of the Association, to resolve the acquisition and sale of real estate and fixtures, disbursements and other necessary operations, within the established limit of the clauses e and f of Article 17;
d. To present a Report in every General Ordinary Assembly of members, as well as the corresponding balance sheet and profit and loss statement.
e. Abide by and enforce the Statutes, the decisions of the General Assemblies and the resolutions of the Board of Directors;
f. Designate the Committees which may be necessary for the proper functioning of the Association;
g. To call General Assemblies of the members;
h. Name and dismiss the Headmaster, Teachers and administrative and maintenance personnel of the Escuela and determine their salaries.
i. Execute any other duties which may be granted to it by the Statutes of the Association. (79, p. 5).

Example 14. The Board shall review and adopt the current school course of study, annually. Recommendations for changes in the course of study shall be approved by the Curriculum and Instruction Council. (191, p. 5).

Example 15. The Board of Directors shall be organized as a committee-of-the-whole. There may be standing committees. The Board of Directors' principal duties:

a. To determine with, and on the advice of the Chief Administrative Officer of the school, the educational policy of the school and prescribe rules and regulations for the conduct and management of the school.
b. To approve the sale and purchase of shares, within limitations, as specified by the Board of Directors.
c. To convene yearly during the first 15 days of January with the shareholders and present the annual report which should cover finances, educational policies and advances.
d. The Board of Directors has certain implicit or implied responsibilities and obligations. These may be classified as social, civic, economic, and ethical in nature, and they demand a high standard of conduct and performance by the Board of Directors in the operation of the School. (112, p. 5).

Example 16. The proper evaluation of the school program is a difficult and time-consuming process, but every board of education is responsible for its performance. In such a process the board has to rely upon the superintendent and his staff to supply and help interpret the information the board needs. Some of the methods used by boards of education in evaluating the educational program of their systems are as follows:

1. Written and oral reports of the superintendent and his staff.
2. The presentation by staff members of oral demonstrations and/or written reports on the outcomes of application of board policies.
3. Visitation by board members of the schools of their district and other districts.
4. Attendance by board members of in-service education programs.
5. Board consultation with evaluating committees, state department of education visitors, and visiting professors of education.
6. Study by the board of reports of colleges and business concerns of the success of high school graduates of the system, in comparison with those of other systems. (2, p. 51).

Example 17. The American School of Paris is a nonsectarian, independent day school for boys and girls in Kindergarten through Grade Twelve. A.S.P. is incorporated not for profit under the laws of the State of Delaware, is governed by a self-perpetuating Board of Trustees, with members serving rotating terms of three years. (83, p. 28).

1.204 Membership on Board: Number and Qualifications

Example 1. The Executive Board shall consist of eleven members elected by the General Assembly for a term of one year beginning at the moment of adjournment of the regular June meeting of the outgoing Board. At least six of the members shall be United States or Canadian citizens who are members of their diplomatic missions or of the secretariat of international organizations, such as IAEA and UNIDO, situated in Austria, or their dependents. A total of no more than four of the eleven members shall be associate or honorary members. Retiring members of the Board may be re-elected. (7, p. 6).

Example 2. The Board of Directors shall consist of eight members who shall remain in office for a period of two years. Each year one-half of this number shall be elected. (46, p. 3).

Example 3. Any other officer or committee chairman of the PTO who is a candidate for Board membership during his PTO term of office shall resign from such office if elected to the Board. (29, p. 6).

Example 4. The Board shall consist of nine members, at least two-thirds of whom shall be citizens of the United States. (24, p. 2).

Example 5. The members of the Board of Directors are appointed by the Board of Trustees from within the school community. At the time of appointment, the officers are selected and named by the Board of Trustees. The Board of Directors consists of:

President
Vice-President
Secretary
8 Members
President of Parent-Teachers Association

Qualifications of members of the Board of Directors:

The primary qualification is to have a child or children currently enrolled in Colegio Karl C. Parrish and have demonstrated an active interest in the well being of the school.

In addition, the person should hold good standing in the community and be known for honesty, business ability, public spirit, and interest in the good of quality of education. He or she should have an open mind and the ability to think independently, to rely on facts rather than prejudices, to respect and act on objective evidence, and consider all sides of controversial questions. (62, p. 8).

Example 6. The Board of Directors shall consist of nine elected members plus the Director of the School, who shall be an ex-officio member without vote. At least two members of the Board must be citizens of the United States of America. The term of office of each member shall be for one year. No Board member may serve more than three consecutive terms. (4, p. 6).

1.205 Terms of Office

Example 1. If for any reason the period of tenure in office has passed before a Meeting of the General Ordinary Assembly is held, the Directors whose period has terminated will continue in the exercise of their office until the election of their substitutes has taken effect. (79, p. 5).

Example 2. The members of the Board of Directors will be elected to office for two years and in order that the Board may be renewed partially, every year, five Directors will be elected in the first General Ordinary Assembly. (79, p. 5).

Example 3. If for any reason the period of tenure in office has passed before a Meeting of the General Ordinary Assembly is held, the Directors whose period has terminated will continue in the exercise of their office until the election of their substitutes has taken effect. The Board of Directors is considered legally installed with at least five of its members. The resolutions will be taken by a majority of votes of the members who attend. In case of a tie the one presiding will have two votes. (79, p. 5).

Example 4. Their terms of office shall be from the mid-school year Parents' Meeting at which they were elected to the mid-school year Parents' Meeting of the following year. Election for the Vice-President, the Treasurer, and two Directors shall be held at the Parents' Meeting at the end of the school year. Their term of office shall be from the end-of-school Parents' Meeting at which they were elected to the end-of-school Parents' Meeting of the following year. (Revised 1975) (24, p. 3).

Example 5. The Trustees and alternates shall be elected for a one-year term, June 1 to May 31, and shall be eligible for re-election. The newly elected Board shall sit in an observing and non-voting capacity in the March, April and May meetings of the existing Board of Trustees for purposes of familiarization. (182, p.7).

Example 6. The President may not serve for more than three consecutive years. (29, p. 4).

Example 7. If elected to the School Board the PTO President will serve for a one-year term coincident with his term in the presidency of the PTO. (29, p. 6).

1.206 Method of Election and Appointment

Example 1. The Role of the Nominating Committee. Most persons who are asked to become board members are flattered and honored, but the nominating committee should point out to the prospective member what responsibilities and duties would be involved and just what would be expected by way of service. Members of the board must be willing and able to apply imagination and interest and time to the problems of the school; it is obviously not sensible to have a majority of the governing board unable to do so because of lack of time. Too often a board has so many overly-occupied members that they cannot even attend a monthly meeting, much less work on a special committee or be available when the school head desires assistance.

The nominating committee can and should exercise a great influence on the vitality of the board. Ideally, a variety of ages, professions, and interests should be represented on the board as well as a variety of lengths of time in the geographic area and knowledge of the people in the host country. In addition it is often desirable to have people who are associated with a number of different organizations or agencies on the board but it is more important for board members to have the independence of spirit which can enable them, in the manner of an international civil servant, to put the excellence of the school first.

Continuity in an overseas school is hard to achieve in any part of the structure of the school community but whenever possible the nominating committee should try to select candidates who would be able to serve for more than one term of duty. On the other hand, the record of each member eligible for re-election should be reviewed analytically to ensure that he has measured up to the obligations of trusteeship. If he has not, he should not be re-nominated. (70, p. 3).

Example 2. Election of Board members for each succeeding year shall take place at the June meeting of the general membership. A nominating Committee of five members shall be appointed by the Board at the regular Board meeting in April. This Committee shall submit the names of at least nine candidates for Board approval at the regular meeting in May. The Committee will prepare a dossier on each approved candidate for the general election at the June meeting. Newly elected officers shall attend the first meeting and shall take office at the adjournment of that meeting. The new Board of Directors shall reconvene and elect a President, Vice-President, Secretary and Treasurer. (4, pp. 6-7).

1.207 Filling Unexpired Terms

Example 1. *Alternates:* The General Association has approved a system of alternates to fill vacancies on the Board of Directors caused by death or resignation.

Election of Alternates: At each election the General Association shall assure itself that there exists three alternates by filling any vacancies from those Board candidates receiving the next highest number of votes after those elected to the Board.

Term: Alternates shall be elected for a term of two years. (79, p. 11).

Example 2. Upon the resignation or departure of an officer of the Board, the President shall have the power to appoint any current Board member to fill the unexpired term of office, subject to confirmation by the Board. (29, p. 4).

Example 3. Whenever a vacancy shall occur on the Board through the death, resignation, or removal from the town of one of its members, the Board shall elect a successor to complete his term of office. Such successor shall hold office until the next election, when the vacancy may be filled in accordance with normal election procedures.

Example 4. When an alternate is appointed to the Board, his place as an alternate shall be filled by election from among eligible members at the next regular meeting of the Association. (182, p. 8).

Example 5. On departure of the President, the Vice-President automatically becomes President subject to his acceptance of the position. Should the Vice-President not accept, he will appoint a nominating Committee to propose candidates for the Presidency. (29, p. 5).

1.208 Resignation and Removal

Example 1. Members of the Executive Board may resign in writing at any time. The resignation is to be addressed to the Board, and in the event of the joint resignation of the entire Board, to the General Assembly. In the event of resignations or protracted incapacity of individual members of the Board, the latter may appoint a provisional member to the Board, who shall serve until the next meeting of the General Assembly. (7, p. 6).

Example 2. Any Board member may be suspended or his membership terminated for any act considered by a majority of the Board to be injurious to the best interests or to the operation of the Board. (29, p. 3).

Example 3. Resignations from the Board by any member shall, in all cases, be effective the date of the letter of resignation from the resigning member, unless a date is specified in the letter of resignation. The resigning member shall be replaced effective upon the date of his resignation by the next available senior alternate. (182, p. 8).

Example 4. In case of the resignation of a Board member, his replacement will be appointed by the Board of Trustees. (62, p. 8).

Example 5. A member of the Board may be removed from office by a vote of two-thirds of the total members at any called membership meeting, the notice of which has included the proposal for removal and reason therefore. (4, p. 7).

1.30 Legal Status of Superintendent

1.301 Source of Superintendent's Authority

Example 1. The Superintendent shall be in all respects the chief executive Office of the Board, and shall have all administrative powers and duties in connection with the conduct of the school which are not required by Board policy. He shall assume responsibility for the development of the school in accordance with sound principles of organization, administration, supervision, instruction, plant management, and business administration. (172, p. 1).

Example 2. The Board of Directors lays down broad bases of policy, the Superintendent administrates with complete authority within the policies laid down. (18, p. 28).

Example 3. The Board sets the general lines and policies for the budget. The Headmaster is entrusted with all specific expenditures within the authorized amounts. (18, p. 28).

1.302 To Whom Superintendent Is Responsible

Example 1. The Superintendent is responsible only to Board and only through official action by the Board in session. The Superintendent is not responsible to any individual Board officer or member or to the founding group.

1.303 Powers Delegated To The Superintendent

Example 1. The Superintendent is empowered by the Board to administer the approved policies of the ASI consistent with sound administrative practice and integrity.

1.40 School Organization Plan

1.401 Functions To Be Satisfied

Example 1. The American School offers co-educational and nonsectarian American education from pre-kindergarten through high school to children of Americans residing in Mexico; in addition, it offers the advantages of a bilingual and bi-cultural education. These same opportunities are extended to as many children of other nationalities as can be accommodated and who qualify. (16, p. 14).

Example 2. The School shall be organized as follows:

THE ELEMENTARY DIVISION

The American program consists of an integrated educational approach utilizing a structural organization established under the Individually Guided Education Program. This program was developed by I.D.E.A. (a sub-division of the Kiettering Foundation) and the Wisconsin Center for Cognitive Research.

The school organizational structure that facilitates IGE is called the multi-unit organization. Students, teachers, and aids are divided into Units which include multi-aged and multi-leveled groups. Within each unit, students may be grouped according to their current achievement levels, objectives and needs. Teachers in each unit function as a team with one teacher serving as the unit leader. The team assesses, determines objectives, designs learning programs, and reassesses progress – a way of meeting each individual child's learning needs, a way of teaching one at a time, together. (192, p. 4).

THE MIDDLE SCHOOL DIVISION

The Middle School, a multi-age grouping of levels 6, 7 and 8, provides a program planned for pre-adolescence and early adolescence that builds upon the elementary school program for earlier childhood and in turn is built upon the high school program for adolescence. The program is one of transitional education which assists students to move from elementary to secondary education with maximal success.

Characteristics of the middle school at UAS are (a) home-base teachers who provide continuing observation, guidance, and assistance for decisions on specific needs and learning opportunities, (b) a program of learning opportunities which tries to give balanced attention to personal development (interests, attitudes, values), tools and skills of continued learning on each field of study, and use of organized knowledge, (c) an instructional system of blocks of time for English/Social Studies and Math/Science, focusing on individual progress, embracing individually prescribed instruction in appropriate areas and for appropriate purposes – also curricular options for each student to find interests and success, (d) the use of teams for teaching, (e) flexible grouping and independent study for all students ready for such a learning mode, and (f) opportunities for interest-building activities. (192, pp. 5-6).

THE SECONDARY DIVISION

SENIOR HIGH – Grades 9 – 12

The courses offered at the senior high level will enable a student who remains with our school for his complete high school career, as well as those students who transfer in and who transfer to other schools, to receive a high school diploma. Small classes allow for individualized instruction based on individual abilities and needs. Classes are so designed as to provide the student with an opportunity to do honors work, general work and preparatory work. In addition, the school offers independent study and advanced placement programs. Placement in these programs is based on standardized test results, student needs, and teacher recommendations.

The complete program is as follows:

Math – General Math, Business Math, Algebra I, Geometry, Algebra II, Math 12

Science – General Science, Biology, Chemistry, Physics
Spanish – Levels I through VI
French – Levels I through IV
Miscellaneous – Typing, Art, History of Art, Library Science, Shorthand/Transcription, Student Teaching, and others when possible
English and Social Studies – A complete four-year program is offered by the school, which includes U.S. History and Civics, U.S. Literature and World History, and World Literature. The English/Social Studies programs are divided into nine-week units. Students select from electives after having completed their general requirements in both fields. (192, p. 7).

Example 3. Escuela Americana is organized and operated as a single system under the direction of the General Director. For administrative purposes the school shall be subdivided as necessary for efficient and functional operation.

In order to secure efficient management, it is recognized that assistance must be provided the General Director in the operation of the School. Such assistants are appointed by the Board upon the recommendation of the Director and shall be directly responsible to the Director for the performance of their assigned duties. They shall report to the Board on school matters at the direction of the Director.

The Board of Directors accepts as a major premise that its chief function is that of forming policies for the operation of the school, and that it vests in its Chief Administrator, the General Director, the responsibility for the smooth functioning of the school and the execution of its policies. (79, p. 18).

Example 4. Principles of Organization

Essential to good planning is the participation of the Board of Governors, staff, parents and students in the formation of the goals and objectives for the school.

Feedback systems are essential for evaluation and growth of the organization.

People grow, produce and learn best when they set their own goals and choose activities related to their goals.

Each individual is considered a valuable asset to the organization, a member of the team. Each is encouraged (1) to have full and free communication regardless of position, (2) to rely on consensus to manage conflict, (3) to have decision-making on the basis of professional or technical competence, (4) to express their feelings as well as their task-oriented contributions and (5) to resolve conflict through mediation on a rational basis.

The administration supports the concept of "Management by Objectives" wherein the individual selects goals related to his assigned area of responsibilities, indicates procedures for goal attainment, develops a time-line for completion and a method of evaluation. The proposed objectives and methods of their achievement shall be reviewed and evaluated annually by the immediate supervisor of the person concerned.

The effective leader acts as a catalyst, a consultant and resource to the group.

Guidelines for the operation of the school will be developed and kept current. Sources for these guidelines shall include custom, formal agreements, Board of Governors policies and other information. The Administrative Guide should contribute to consistency and stability in the school operation. (191, p. 13).

1.402 Levels and Schools

Example 1. The ASI operates as one unified school system on one campus organized into the following levels: Pre-School, Elementary School, Middle School and High School. All levels are integrated programatically; however discrete programs for second language and host country programs are operated. Separate programs or an additional campus may not be implemented except on recommendation by the Board and approval by the ASI Society.

Example 2. The campus occupies an area of about 57,000 m^2 in Tacubaya. Constructed area is approximately 23,000 m^2, consisting of seven main buildings and several minor structures:

A Pre-Kinder-Kinder Building with its own playground
An Elementary Building, housing grades 1 through 6
A Middle School Building for grades 7 and 8
A High School Building, housing grades 9 through 12
A Multi Purpose Building, housing gymnasium
A Media Building, housing the Learning Center, Audio-Visual Materials Center, projection rooms and professional library
A pool dressing room building
Three snack bars
Two residential buildings (23, p. 2).

Example 3. The Primary School is composed of Pre-Kinder through the second grade. It is housed in two buildings. Pre-Kinder, Kinder and Pre-first grades are in the building specifically designed for children of this age level across the street from the main campus on Bondojito. The first and second grades are in the Elementary building on the main campus. Non-English speaking children are accepted at 4 years of age into Pre-Kinder classes. The children in these groups take English as a Second Language classes daily. There is a special fee for these classes. Non-Spanish speaking children are enrolled in Spanish as a Second Language classes. Through a structured program which includes work in the language laboratory the children are introduced to the language and culture of Mexico. This is a totally bilingual program. Beginning in the first grade one-half of the school day is devoted to studies in English and the other half in Spanish. The subject matter offered in English in each grade is the equivalent of that taught in the corresponding grade of most schools in the United States. The subject matter taught in Spanish fulfills the requirements of the Mexican Public School System. Upon finishing the sixth grade of Spanish elementary subjects, the pupils in regular Spanish receive the government graduation certificate. In the Elementary Department half the school day is devoted to studies in English and the other half to Spanish.

Example 4. The Kindergarten program is a regular part of the elementary school. This program introduces a variety of activities to the child so that he will be better prepared to start the specific programs of the first grade. Kindergarten is taught mainly in English. The kindergarten program includes both oral and visual reading readiness activities. Elements of all regular subjects are included in this program. The child has activities which help him to follow directions and work in groups.

Grades one through five are taught in a bilingual sequence. One-half the program is taught in English. The subjects included in the English portion are: English language arts, Math, and Science. One-half the program is taught in Spanish. The subjects included in the Spanish portion are: Spanish language arts, Social Studies and Math drill.

Both the English and Spanish teachers are urged to work together to help each child. The emphasis should be on a team approach rather than a departmentalized or separate approach. (80, p. 7).

Example 5. The School has two large departments... elementary and secondary. Within the elementary department there are classes in both Spanish and English, and they are given equal importance. The children study about as much in one language as the other, and they study many subjects in both languages.

In the secondary school there are two divisions. One provides the high school program in English, and the other, the official secondary school, they decide between the high school program and the official program. The official program is conducted entirely in Spanish except for classes in the English language, whereas the high school program is conducted entirely in English except for classes in the Spanish language. There may be an occasional exception to avoid offering the same course to small groups in each language. For example, chemistry and physics are often taught only in Spanish.

In the high school program a great deal more importance is given to the Spanish language than in an ordinary high school in the United States. The students in the Guatemalan program study English much more intensely than in the public schools of Guatemala. (25, Sec. 2., p. 2).

Example 6. In the elementary Division, the Spanish classes fulfill the requirements of the Mexican Public School System with which this department is incorporated. Upon finishing the sixth year in Spanish elementary subjects, the pupils receive a government primary certificate which enables them to continue their studies in any "secundaria" in Mexico, should they so choose. The American School does not operate a "secundaria," nor does it offer all the subjects on the "secundaria" level for acceptance by Mexican universities and colleges. By virtue of our teaching personnel and a developed curriculum pointing toward entrance of graduates into colleges and universities of the United States, it is felt that the Mexican schools are better prepared in training the child for Mexican colleges and universities. (16, pp. 14-15).

Example 7. The school is composed of the Elementary Division, which is made up of kindergarten, and the first six grades; the junior High School consisting of seventh, eighth, and ninth grades; and a three-year High School. All elementary department lessons are taught in English with the exception of Spanish subjects in the Elementary Department which are required by Mexican law and taught by qualified Mexican teachers. Subject matter offered in English in each grade is the equivalent of that which is taught in the corresponding grade of the United States public schools and pupils can transfer to and from American schools without loss of credit. American High School graduates are admitted to all colleges and universities which are members of the various regional associations such as the Southern Association of Colleges and Secondary Schools of which this school is a member. (16, p. 14).

Example 8. There are four schools within the American School Foundation. Each school has its own administration and organizational pattern in accordance with its educational goals and with the age of its students. A qualified Principal is in charge of each school.

The Primary School. Pre-Kindergarten-Second Grade.
The Intermediate School. Grades Three-Five.
The Junior High School. (Middle School) Grades Six-Eight.
The Senior High School. Grades Nine-Twelve.

Each school has a Student Handbook, a Curriculum Guide and a Teacher's Manual.

The American School is located on a fifteen-acre tract of land in Tacubaya overlooking Mexico City. Constructed in 1946, the modern plant consists of six separate units: the Central Office and High School building, the Junior High Complex, the Elementary building, the Kindergarten building, the Gymnasium, plus the Snack Bar and Swimming Pool. The school has central heating and purified water.

Outstanding features of the school are a Multipurpose Auditorium, five completely equipped science laboratories, three electronic language laboratories, two 10,000 volume libraries, a domestic science laboratory, two art studios, an Educational Materials Center, a Learning Center, a T.V. Studio, and a 420-seat auditorium. In addition, a spacious campus with fields for outdoor athletics, lawns, gardens, and tree groves makes the school a beautiful American type of school especially adapted to Mexico's climate.

The student population, of approximately 2,500, is multi-national. The following population statistics are based on a recent study and will give the interne an indication of the diversity of the student body. Within the school approximately 55 percent are American, 40 percent are Mexican, and approximately 5 percent are of other nationalities, including: Canadian, Cuban, Dutch, Filipino, English, Spanish, Australian, Chilean, German, Israeli, Swedish, Italian, Argentine, Chinese, Peruvian, Swiss, Colombian, French, Belgian, Bolivian, Greek, Venezuelan, Brazilian, Austrian, Danish, Ecuadorian, Irish, and Russian. There are others from time to time, of course, but as a general rule there are about forty nationalities other than North American and Mexican represented in the American School during a given school year. (13, pp. 11-13).

1.403 Line/Staff Organization

Example 1. All employees of the ASI are responsible to the Superintendent and report to him and through him to the Board.

1.50 School Year

1.501 School Calendar

Example 1. The school year will begin with a teachers' meeting at a date to be determined by the Board of Directors and will continue until the number of days of pupil attendance set by the Board has been accomplished.

The annual salary for teachers will include payment for the following periods:

The period of teacher attendance required previous to the opening day of school.

A minimum of 180 days of teaching service or the number of days of pupil attendance as determined by the Board of Directors.

A weekly day of rest (7th day) during the school year.

Legal holidays which occur during the school year.

Those periods which include Thanksgiving holidays, the Christmas holidays, and Holy Week.

An annual vacation of 15 days which is understood to be included in the vacation period following the end of the school year.

Twenty-seven days not included in the above categories when sessions are suspended by the Board of Directors (79, p. 29).

Example 2. The first week of September marks the beginning of the school year which ends in June. There are a minimum of 180 school days in order to comply with requirements of the Southern Association of Schools and the Secretaria de Educacion Publica. (17, p. 7).

Example 3. School year: The school year will consist of 180 days, with a minimum of 172 days of classes in session, within the period from Tuesday following Labor Day, through that portion of June wherein the constituted school year will be completed. Changes from the above require the approval of the School Board. (172, p. 27).

Example 4. The school year calendar shall be developed by the Superintendent and recommended to the Board for approval. It shall comply with accreditation standards and local requirements.

Example 5. The school year calendar is usually announced in early spring for the coming school year. All German holidays are observed by the school. One-week vacation periods are generally observed in late December, in late February, and early April. (168, p. 11).

Example 6. The school calendar for school shall be as follows:

	*** American Holidays**	**** Togelese Holidays**
Monday–Friday	September 8–12	Teacher Orientation
Monday	September 15	First Day of School
Friday	October 10	PTA Meeting (introduce unit plans)
Monday	October 13*	Columbus Day
Monday	October 27*	Veteran's Day
Friday	October 31	Halloween Night
Thursday	November 27*	Thanksgiving Day
Friday	December 12	Parent Conference (to communicate student progress)
Friday	December 19	Christmas Program and End of 1st Trimester
Thursday	January 1, 1976(*)	(**) New Year's Day
Monday	January 5	School Resumes (3, 0).

Example 7. Each year the Board of Governors shall adopt a school calendar for the ensuing year, in time to plan for the educational activities. The Superintendent shall prepare a suggested calendar including teaching days, legal and Board holidays and any other special designated periods.

The length of the school year shall be no less than 175 days of instruction. (191, p. 6).

Example 8. The School Claendar shall be adjusted each year by the Superintendent consistent with model calendar.

August 23	Thursday	Meetings with new teachers
August 24	Friday	Meetings with new teachers
August 27	Monday	Meetings with total faculty
August 28	Tuesday	Meetings with total faculty
August 29	Wednesday	School opens
September 5	Wednesday	25th Anniversary/Queen Juliana
September 28	Friday	Teachers' Conference Day (holiday for students)
October 22	Monday	Fall Holiday
November 22	Thursday	Thanksgiving Day (Holiday)
November 23	Friday	(Holiday)
December 20	Thursday	Christmas vacation begins after school
January 7	Monday	School resumes
January 25	Friday	First semester ends
January 28	Monday	Second semester begins
February 15	Friday	Winter vacation begins after school

February 25	Monday	School opens
March		
April 11	Thursday	Easter vacation begins after school
April 22	Monday	School opens
April 30	Tuesday	Queen's Birthday
May 23	Thursday	Ascension Day (Holiday)
May 24	Friday	Holiday
June 3	Monday	Whitsunday (Holiday)
June 14	Friday	School closes

DAYS IN SESSION

First Semester		Second Semester	
August	3	January	4
September	18	February	15
October	22	March	21
November	20	April	15
December	14	May	21
January	15	June	9
	92		85

Total days: 177
(164, pp. 20-21).

1.502 Vacations and Holidays

Example 1. The school calendar shall include the following holidays:

January 1	Circuncision
January 6	Santos Reyes Magos
March 19	San Jose
March 26	Domingo de Pasion
April 2	Domingo de Ramos
April	Viernes Santo
April	Domingo de Pascua
May 18	La Ascension del Senor
June 9	Corpus Christi
August 15	Asuncion de Ntra. Senora
November 1	Todos los Santos
December 8	La Inmaculada Concepcion

NATIONAL

May 1	Dia del Trabajo
June 17	Accion de Gracias
July 20	Colomcian Independence
August 7	Batalla de Boyaca
October 12	Fiesta de la Raza
November 11	Cartagena Day

U. S.

July 4	Independence Day
October 12	Colombus Day (65, p. 26).

Example 2. Salvadoran patriotic observances shall conform to the laws of El Salvador. Each U.S. patriotic observances held shall be for the purpose of fostering patriotism of the U.S. students and bi-cultural understanding. (79, p. 17).

Example 3. Vacations and holidays are different for administrative staff, faculty and students. Vacations and holidays for employees are specified in their contracts and for students in the school calendar. The superintendent shall present a plan for vacation and holiday schedules to the Board for review and consideration.

1.503 Summer School

Example 1. The school is encouraged to hold classes during school vacation periods. Classes for enrichment and for reinforcement of learning should be held if:

a. Teachers are available and willing to work.
b. The classes are self-supporting. (32, p. 14).

Example 2. A student may take as many as two subjects in Summer School. If he fails both, he must repeat the year. If he fails only one, he will pass the year, but he must make up the course that he failed. (111, p. 11).

Example 3. The school will conduct a summer school program which shall be academic in nature, offering both remedial and enrichment studies, whenever cost and enrollment projections indicate that such a program will be self-supporting. The Director of the summer school will be appointed by the Board. Applications for a Director will be solicited by the Headmaster and referred to the Board with his recommendation no later than the January Board meeting. The Board will consider the Director's formal plans for the summer program no later than its March meeting. (29, p. 18).

Example 4. The American School offers to students of all ages a summer school program, both academic and recreational, for which a fee is charged. Courses include: English and Spanish as second languages, remedial math and reading, study skills, typing, arts and crafts, and a variety of sports. (17, p. 22).

Example 5. A vacation School is planned for February and March of each year. Its scope is contingent upon demand. Offerings may include Remedial Reading and Mathematics as well as enrichment course. (26, p. 12).

1.60 School Day

1.601 Hours for Pupils

Example 1. School is in session Monday through Friday from 7:30 a.m. until 12:30 p.m., kindergarten hours are from 9:00 a.m. to 12:30 p.m., except on National holidays which will be stated in the school calendar. Students are expected to be in attendance each school day unless they are ill, or if there is illness or a family emergency. (99, p. 19).

Example 2. On school days the grounds are open from 7:30 to 4:00 and class hours are:

Nursery	9:00–12:45
Kindergarten	9:00–12:45
First Grade	8:15–12:45
Second through Twelfth	8:15– 2:00

In order that a functional in-service program for teaching personnel be carried out, a block of time is allocated each week from 1:00 to 2:30; consequently pupils are dismissed at 1:00 every Friday. (16, p. 17).

1.602 Hours for Professional Personnel

Example 1. The Superintendent shall establish a schedule for professional personnel which will assure that the offices are operated to serve the needs of the school and that professional personnel are available for consultation with parents and for in-service activities and planning.

Example 2. Faculty members will report each morning by 8:15 a.m. It is requested that the rooms be opened by 8:20. All faculty members are requested to remain at school until at least 3:45 p.m. and be available to assist students who may desire additional help. (6, p. 16).

Example 3. TEACHERS' HOURS:

a) Morning	8:00 – 12:10
b) Afternoon	1:20 – 3:10
c) If scheduled for duty	7:50 – 1:10
d) Hours for sixth-grade teachers	
A.M.	7:15 – 12:10
P.M.	1:20 – 3:10

(138, p. 27)

Example 4. The school day begins at 7:30 and ends at 4:05 or 5:00 according to the individual teacher's schedule. There are five periods in the morning on Monday, Wednesday, and Friday and six periods Tuesday and Thursday. There are two periods in the afternoon on Monday, Wednesday, and Friday, and three on Tuesday and Thursday. The periods are 42 or 52 minutes long. There are 3 minutes between periods. Bells ring to indicate periods. The bells are for secondary; there are buzzers for the elementary school. (25, Sec. 3, p. 2).

Example 5. Teachers are expected to report for work at least 30 minutes before instruction begins and are expected to remain at school until all plans for the ensuing day are prepared. (32, p. 7).

Example 6. Teachers are hired on a full-time basis. While their academic working day is from 8:05 to 2:40, their obligations do not necessarily end at that time. They are, of course, expected to fulfill classroom and school obligations either during or after school hours. Such tasks as arranging their classrooms, gathering teaching materials, grading papers, making lesson plans, attending P.T.A., faculty and workshop meetings, interviewing a parent by special appointment, etc., are mainly after school tasks.

This means that a full-time teacher at the American School Foundation cannot successfully carry out an afternoon job that takes too much of her time, nor plan to carry a full university schedule of class study after school. Reasonable amounts of tutoring in the afternoon may, however, help the teacher supplement her income without sacrificing her effectiveness at school or her own health and energy. It is usually best to wait a semester before trying such outside tutoring. Your first semester usually requires more time in preparation and planning than you will need later. (20, p. 19).

Example 7. Working hours and working days shall be according to the schedule prepared by the Administration.

The work day shall be from 8:00 a.m. to 3:00 p.m. with teachers reporting to their classrooms each day at least 10 minutes before the beginning of the session.

Teachers should expect to contribute at least one hour per week outside the regular classroom hours to extra curricular activities, extra duties as might be assigned in rotation, attend meetings or workshops as scheduled, assist in activities conducted by the parents when requested, and cooperate in all matters which will result in a more efficient and effective school organization.

Teachers are ordinarily free during Christmas vacation, Easter; Summer vacation, and all other days named by the Board of Directors other than those designated as Parent Conference days. (79, p. 34).

Example 8. Teachers of each school are to arrive at least *twenty minutes* prior to the official starting time and will stay at *least twenty minutes* after official dismissal. If a teacher needs to arrive later or leave earlier at times for personal reasons, the principal must be notified. Teachers will sign in and out with the receptionist in the office. If the teacher has not signed in or notified the school twenty minutes prior to class time, a substitute will automatically be called to handle the day's activities. (50, p. 4).

1.603 Emergency Closing

Example 1. The Superintendent is authorized to close the school if in his judgment unsafe or emergency conditions exist. He will develop a systematic means of notifying staff and parents of closings and also a means of transportation and safeguarding the children if the emergency closing is during the school day.

Example 2. When snow and ice hamper school operation, an announcement will be made by the Superintendent over AFRTS. Your help in listening for radio announcements rather than calling the school offices will be appreciated. (180, p. 10).

Example 3. In rare instances it becomes necessary to call off school because of an emergency situation such as weather, etc. In order to avoid undue inconvenience to staff when this is necessary we will make up a system whereby each teacher will be assigned to call several other teachers. Teachers are generally not required to attend work on days when school is not in session. (165, p. 5).

1.604 Extended Days for Make-up for Emergency Closing

Example 1. During emergency closings of the school, all faculty are considered to be on leave without pay and students on leave. Teaching days lost due to emergency closings will be re-scheduled either through extended school days, Saturday classes, or an extended school year. The number of teaching days will be reduced only in extraordinary circumstances and only with approval by the Board.

2.0 School Board Operation

POLICY OUTLINE

2.0 School Board Operation

2.10 Philosophy and Mission

- 2.101 The Background, Philosophy and Basic Premise of the School
- 2.102 Goals and Objectives of the School
- 2.103 Relation with Host Country Culture
- 2.104 Standards for Board Members
- 2.105 Other

2.20 School Board Organization

- 2.201 Method of Election of Officers and Members
- 2.202 Duties of the President
- 2.203 Duties of the Vice-President

2.204 Duties of the Secretary
2.205 Duties of the Treasurer
2.206 Duties of the Board Members
2.207 New Member Orientation
2.208 Board Member Development
2.209 Compensation
2.210 Board Committees
2.211 Board-Superintendent Relations
2.212 Attorney
2.213 Board Committees-Operating
2.214 Advisory Committees
2.215 Consultants
2.216 Qualifications for Membership
2.217 Vacancies
2.218 General Organization
2.219 Other

2.30 Board Meetings

2.301 Annual Meetings
2.302 Regular Meetings
2.303 Special Meetings
2.304 Adjourned Meetings
2.305 Time and Place of Board Meetings
2.306 Notification of Board Meetings
2.307 Preparation for Board Meetings
2.308 Agendas
2.309 Distribution of Materials
2.310 Rules of Order
2.311 Quorum
2.312 Voting Method
2.313 Minutes of the Boards
2.314 Attendance by Other than Board Members
2.315 Information Releases
2.316 Executive Sessions
2.317 Other

2.40 Policy Development

2.401 Responsibility for Drafting Proposed Policy
2.402 Policy Adoption
2.403 Policy Dissemination
2.404 Policy Review
2.405 Policy Voids and Authorization to Act
2.406 Suspension of Policy
2.407 Ethics
2.408 Other

POLICY QUESTIONS

2.0 School Board Operation

2.10 Philosophy and Mission

2.101 What is the philosophy of the school. Is education a product. Are programs adjusted to the pupil population. Is the school quasi-public. What are the philosophical principles to which the school system aspires. Who decides... Board, parents, school community.

2.102 What are the overall goals and objectives of the school. Are they consistent with the philosophy. Who is being served and why. How well. What are the priorities. Is international education a goal.

2.103 Are there defined ethical standards for the Board. Should there be. What should they be.

2.100 How are goals and priorities determined.

2.100 How is citizenship training developed. Are democratic principles followed. Are democratic precepts taught... learned... lived... observed. Does the school reflect freedom and responsibility. Is behavior learned, controlled.

2.100 How is the school unique. What binational objectives does it have.

2.20 School Board Organization

2.201 How are officers and members elected. What is the appropriate role of the founders, the school community, parents, alumni, friends, others.

2.202 What are the duties of the President. Does he have power outside of Board meetings. Should he; with what limitations or constraints.

2.203 What are the duties of the Vice-President.

2.204 What are the duties of the Secretary.

2.205 What are the duties of the Treasurer.

2.206 What are the duties of the Board Members and to whom are the individual Board Members responsible.

2.207 How are new Board Members oriented. Who is responsible. Is orientation systematic. Is there a line of succession in the Board.

2.208 What provisions are made for Board development.

2.209 For what, and for how much, are Board Members compensated. Meetings, travel, expenses, school related entertainment, professional meetings.

2.210 What Board Committees are needed. Standing, Ad Hoc. Are committees delegated authority. What should be the relationship of committees to the Board; to the Superintendent.

2.211 What is the organizational relationship between the Board and the Superintendent. What responsibilities and authorities are delegated; maintained by each.

2.212 What provisions are made for legal advice for the Board and for the Superintendent. Is an attorney needed for continuing legal needs. What amount of time is needed.

2.213 What types of operating Board Committees are to be established if the School has a period of time without an administrative head.

2.214 What Advisory Committees to the Board are needed.

2.215 Are provisions made for consultative advice to the Board. For what purposes and what composition. Binational relations, local fund raising, needs for schooling by dependents of U.S. business, government, etc.

2.200 What is the role of the Superintendent at Board meetings.

2.30 Board Meetings

2.301 .304 How many types of meetings are there... annual, regular, special etc. What is the need for meetings related to the functions of the Board.

2.305 When, where, and at what time are annual and special meetings prescribed. Monthly, biweekly; at the school board room; at night, during the day, on Saturday morning.

2.306 How is the Board notified of meetings. How can they best be reached. Do they receive an agenda.

2.307 What preparations are made for the Board meetings. What is needed. Budget statements, reports, coffee, secretarial help.

2.308 Who prepares the agenda and how is it done. Who can place an item on the agenda and who decides.

2.309 Who distributes materials and how is it done. The Superintendent, the Board President, others. By mail, messenger, pick-up.

2.310 What are the Rules of Order that govern the meeting. Are Robert's Rules of Order the official rules for Board meetings. What are the exceptions.

2.311 What are the rules for a quorum. Are the rules the same for all purposes.

2.312 Is vote by voice, show of hands, secret ballot. Can a Board member demand a secret ballot.

2.313 Who records the Minutes and Documents of the Board. How and where are the Minutes and Documents kept.

2.314 How much public participation and news coverage is allowed; and what are the procedures. Can parents attend, can students attend, can teachers attend. Who decides who can attend.

2.315 Who releases information about decisions made by the Board. What are the major considerations about releasing information about appointments, salary, schedules, new policies, changed policies.

2.316 How, when, where, and why, are Executive Sessions called. Who decides.

2.40 Policy Development

2.401 Who drafts policy and how is it done. Who makes assignments.

2.402 Who adopts policy and how is it done. By majority vote of Board. Special procedure used. Time lag.

2.403 Who disseminates adopted policy and how is it done. Who receives it. Parents, anyone. Is it confidential or limited.

2.404 How is current policy reviewed, how often, and who does it.

2.405 What provisions are made for operations in the event that there is an absence of relevant policy. Who is authorized to act and under what conditions.

2.406 How can policy be suspended. Who, under what circumstances, within what limits.

2.407 What ethical considerations should be considered in policy development. Fairness, non-discriminatory, equal treatment.

2.400 Are provisions made to listen to the views of various interest groups.

MAJOR CONSIDERATIONS

2.0 School Board Operation

Ideally, a school has decided what educational needs of what group(s) of children will be served, and directs its policies and energies toward delivering the best program possible consistent with those needs and pupil characteristics. The philosophy and mission of a school are always the prior questions when policy is being considered. Perhaps the most important consideration about any ASOS relates to its mission. Not only must this consideration be treated but a decision about who will decide must be made. Philosophies, mission, goals, objectives, and purposes frequently become meshed. The important point is that everyone clearly understands the premises from which the school operates.

The organization of the school board will reflect much about the nature and intent of its members. If responsibilities and functions are prescribed for officers and members, the assumption is that the board will be a working board rather than an honorary position.

How board meetings are conducted greatly influences the effectiveness of the board in guiding the direction of the school. Even though board meetings should not become stuffy and procedure bound, they should have: (1) prior preparation with an agenda and supporting documents as needed, (2) a formal means of taking action on any matter by recorded vote, (3) minutes which include motions and actions, and (4) opportunities for the board to hear and consider those it directs and those it represents. Many ASOS superintendents report that board meetings are not as efficient as they should be. Perhaps of great interest to the superintendent is the posture of the board concerning his attendance at all meetings of the board. The standard practice is for the superintendent to attend all meetings except those where his contract and/or salary are under discussion. Any other meetings which do not include the superintendent are usually interpreted as showing a lack of confidence by the board.

Policy development as a policy and as a procedure is reflective of the intent of the board either to utilize policy as a means to guide the school, or as an accommodation for convenience.

SAMPLE POLICIES

2.0 School Board Operation

2.10 Philosophy and Mission

2.101 The Background, Philosophy and Basic Premise of the School.
.102 Goals and Objectives of the School
.103 Relation with Host Country Culture

Example 1. The American International School in Genoa, formerly the Overseas School of Liguria, was originally founded in 1966 to provide American education for the children of American businessmen in the Genoa area. As more and more non-American parents desired an English-speaking education for their children, the school has opened its doors to any qualified child seeking such an education. Today there are over ten different nationalities represented in the student body who live not only in Genoa but along the Ligurian coast.

The school essentially follows the American curriculum. The teacher student ratio is about 1:8, thus providing much individual instruction and help for each child. The school is non-profit and a Board of Directors is elected from the parents of children attending the school as well as from friends of the school. The Board sets the overall policies and goals of the school, provides legal counsel and is the liaison between the school and the community of Genoa. (83, p. 52).

Example 2. The Stavanger American School (Norway) was founded in 1966 to provide American schooling for the children of families employed by the various oil companies based in the Stavanger area. The school is largely American but enrollment is open to all students regardless of nationality, race, or religion. The only admissions requirements are the ability to work in English and the ability to pay the tuition. The Director is authorized to accept any student whom he feels in his professional judgment will benefit from being a student at SAMS. (83, p. 63).

Example 3. The American School of Milan was legally established in January of 1962 as a non-profit, independent, non-denominational institution for the purpose of providing a coeducational day school for English-speaking children.

The school is owned by the parents of children enrolled. These parents constitute the parent association which annually elects a twelve member Board of Trustees entrusted with the financial and legal direction of the school. The American School of Milan has grown from 44 students in Grades 1 through 9, to its present enrollment of 335 in Grades N through 12. The present faculty is composed of 34 teachers plus 3 full-time administrators. The student body is predominantly American. The students are primarily the children of families holding responsible positions in the business, professional, or consular community.

The school's primary objective is to assure that American children who find themselves in Milan for various lengths of time will be able to continue studies, maintain continuity with an American curriculum, methodology, and the English language. However, within this framework, the school is definitely committed to exploring and utilizing the many advantages and opportunities which accrue from its location in a modern European city with a wealth of historical ties. The secondary level academic program is college preparatory, offering four years of mathematics, science, English, and social studies, in addition to both Italian and French. Modern mathematics materials are utilized on both the Junior and Senior High School levels. The school is utilizing the BSCS and Harvard Project Physics Programs. There is also a full credit course in Stenography.

The American School of Milan has established a flexible and diverse activity program in an effort to deal with the variety of student interests and backgrounds. Field trips of both contemporary and historical interest are arranged in the Milan area. There is an active student council which coordinates the activities. The school has been represented by small but enthusiastic basketball and soccer teams.

The school is the official College Board and American College Test Center for the Milan area. It is a member of the European Council of International Schools. As an American Sponsored School, it qualifies for U.S. State Department grants administered by the Office of Overseas Schools. Five years ago chapters of the National Honor Society and the National Junior Honor Society were established. (83, p. 54).

Example 4. The American School of Bucharest, founded in 1962, is a private, non-profit coeducational day school serving the English-speaking community of Bucharest. The school offers a program of studies for levels ranging from Kindergarten through Grade 8. The curriculum is primarily American in character and instruction is in English. French is taught as a foreign language. There is no religious instruction. (83, p. 65).

Example 5. The American International School, founded by the American and Canadian Ambassadors in 1959 as a successor to the Vienna International Community School, enjoys an international setting with almost fifty nationalities in its student body. The school is governed by parents under the sponsorship of the two Embassies. Parents hold positions with Embassies, United Nations Industrial Development Organization, International Atomic Energy Agency, and businesses in the community. (83, p. 18).

Example 6. The aims of the Board are as follows:

a. To provide educational opportunities below the university level, in the English language, for children of foreign national residing in Indonesia and other children whose attendance is not prohibited by the laws or regulations of the Government of Indonesia, maintaining standards of education commensurate with those in the major English-speaking countries of the world.

b. To promote international friendship, goodwill and understanding among the members of the foreign community and the citizens of Indonesia.

It welcomes the assistance and cooperation of the faculty, students and the community at large in achieving these aims. (101, p. 2).

Example 7. The American School Philosophy:

The American School Foundation is guided by a democratic philosophy of education which strives to give each student an excellent and innovative educational program that will fulfill his intellectual needs for home and university, that will provide him with the basic skills of study, inquiry and research, and that will instill in him a love of learning, motivated by a desire for knowledge and the pursuit of excellence.

Basic to the achievement of this philosophy are the following:

1. The individualization of instruction which provides choices and a variety of experiences for each student.
2. The development of an educational program to meet the needs of a changing world.
3. The preparation of students for a democratic way of life through acts as well as words.
4. The setting of an example by the school for the development of high moral and social principles.
5. The mutual respect for all individuals and cultures with equitable treatment for all. (17, p. 6).

Example 8. The International Education Act passed by the United States Congress in 1966, gave belated recognition to the importance of programs of cross-cultural education. The Act asserted "the fact that the American student and citizen must learn to adapt himself to a world order in which his own culture is one among many cultures, each of which has its own validity and its own virtue."[1] Such a belief applies equally well to citizens of all countries, but particularly to those which are fortunate enough to have binational schools already established.

The name binational is to some degree a misnomer, despite the fact that the United States Department of State, Office of Overseas Schools, refers to overseas schools as "basically American or binational in character."[2] In actuality, binational schools, particularly in the Latin American-Caribbean area, enroll students in keeping with the United States Department of State policy which says that the schools are "open to enrollment of American, host-country, and third-country children."[3]

The philosophy of binational schools is built upon several of the educational ideas of John Locke, the 17th century English philosopher. He wrote that a sound mind and a sound body develop together, and that wisdom and learning are brought into being through meaningful experiences. Locke's emphasis upon the practical and the theoretical was expanded by John Dewey into a philosophy of experience. Experience, according to Dewey, could be educative, and it is this belief that guides the binational school directors. This has meant, and will continue to mean, that the academic, as well as co-curricula activities in binational schools will stress learning in an individualized setting, instruction which is inquiry-oriented, and knowledge that is both functional and stimulative.

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[1] Conference on World Education: Taylor, Harold, page 7.

[2] Mission Called O/OS, page 11

[3] Mission Called O/OS, page 35

As the binational schools have developed, the opportunities for studying other cultures have expanded. The student population, composed as it is, of host, American, and third country nationals, has necessitated the broadening of the curriculum base, which is particularly characteristic of the schools in Latin America.

A multinational student body presents challenges to the administrators and board members who are responsible for directing binational schools. A major concern of the school board is the structuring of parental beliefs and values into a viable philosophy for multinational education in a binational setting. Although each binational school is unique and serves distinctly cultural purposes, there are some common purposes which apply to all binational schools.

Binational schools in Latin America can:

Promote friendship between the people of the United States and the Latin American people.

Help interpret one culture to the other... North American to Latin American and vice versa.

Develop a comprehension of and respect for the ways of others.

Help provide leaders of intelligence and character for the countries in which the schools are located.

Teach English to Latin American children and Spanish (or Portuguese) to North American children.

Foster self-development, self-realization, and self-improvement among the students.

Offer an academic program acceptable to both the North American and Nationals using the schools.

Utilize and demonstrate United States methods of instruction.

Provide leadership in developing improved practices in education in the countries in which the schools are located.

Above all, the philosophy of binational schools rests upon the premise that a quality education which is relevant for today and tomorrow can only be built upon commitments to individual worth, individual dignity, and to mutual respect for one another's values. (84, pp. 3-4).

Example 9. The idea of a school in Barranquilla for the education of North America and Colombian children originated with a small group of North Americans who were anxious to have their children continue studies they had been receiving in their own country and to prepare them for further study in the United States of America. After some months of planning by the original group, which later included some Colombian friends, contributions were donated by North American firms and individuals of different nationalities enabling the school to open its doors in September, 1938. The original funds came principally from American firms and citizens of the United States of America. However, had it not been for the generous help of interested Colombians, the founders of the school would have had a difficult time in carrying the project to a successful conclusion.

The statutes of the school provide for a non-sectarian, non-profit private school governed by a Board of Directors, appointed by the Board of Trustees, which Board, as a foundation, is the owner of the school property and the final authority on all school matters. The school is not subsidized by any company or group. It does receive some financial assistance from the United States Government but is independent of that government. (61, p. 1).

Example 10. The American School of Kinshasa was organized in 1961 essentially to serve the educational needs of the American communities. It is the objective of school and parents to build and maintain as instructional program, staff, and physical plant comparable to the standards of a good suburban or private school in the United States. The language of instruction shall be English (172, p. 2).

Example 11. TASOK considers the following statement of philosophy to be the guide for the formation of the curriculum as it is implemented in this school:

> Education is conceived of as the process by which an individual is prepared to participate and function creatively to the limits of his capacity in an ever-changing society. A program of education must accept each student as a unique individual and recognize his present capacity and future potential, his present interests and future vocational and educational needs and lead him toward an intellectual, physical, social, emotional, and spiritual maturity. To achieve this goal the educational process must expose the student to himself; to his physical and social world with their patterns influences, tendencies and conflicts, and to the means by which he integrates into that world. Because the period of formal schooling marks only the beginning of a life-long process the program is obligated to furnish each student with the capacity for critical and independent thinking, the tools of effective communication and the materials of man's social, scientific and spiritual heritage. (172, p. 1).

Example 12. The John F. Kennedy School, founded in 1960, is a bilingual, bicultural comprehensive school (K–13) housed in spacious, modern facilities in suburban West Berlin. It is a tuition-free public school. A special act of the Berlin Parliament (1964) enables the school to design its own educational policy. The school has become a working model which combines binational education and international cooperation. (83, p. 35).

Example 13. The Munich International School was established in 1966 to meet the demand for a non-denominational school for English-speaking students as well as those of other nationalities. The school occupies the Schloss Buchhof at Percha, about 20 kms due south of Munich, and a branch for younger children was opened in Munich in September, 1972.

The policies of the school are self-determined and free from external control. The curriculum is based on the American school system, but diversification is going ahead to meet the requirements of German and other non-American students. The full-scale courses for admission to universities in the USA at the end of Grade 12 are being supplemented by courses for entry to German and British universities (through the General Certificate of Education examination).

The school is divided into the Junior School and the Senior School, each controlled by a director. The language of instruction is English; in both divisions intensive courses are run for non-English speaking students. All students learn German from Grade 1 upwards. A full science program is offered.

The school is registered as a tax-exempt, non-profit institution and is licensed as a private school by the government of Upper Bavaria annually. Almost from its inception MIS has been linked with the Bellevue Public School system in Washington State. A link was established with the University of London in 1970 for the General Certificate of Education examination. A full range of public American examinations is also operating. (83, p. 36).

Example 14. A committee composed of members of the American Schools in Colombia completed the following list of objectives of the binational schools. These goals may in part serve to set a framework against which the Board of the member schools may measure the direction of their individual schools, their policies and their long range plans whenever such plans and policies require orientation.

1. To provide a U.S. type education for American children living abroad.
2. To provide a U.S. type preparation for national who wish to continue education in U.S.
3. To provide a national preparation for nationals who wish to continue further education in their own schools.
4. To provide a bilingual program in which students will learn to express themselves fluently in all phases of the language arts in both Spanish and English.
5. To provide educational leadership in the community.
6. To demonstrate how children of many nations can learn to work, plan, and live together harmoniously.
7. To share and exchange the cultural aspects of these many nationalities.
8. To achieve the ideal that every U.S. child and teacher becomes a "simpatico" member of the Colombian community.
9. To achieve the ideal that every U.S. child and teacher becomes a good-will ambassador from Colombia upon his return home.
10. To train children in self-discipline and appreciation for learning. (35, VI).

Example 15. Tehran American School sets goals for each child from first grade through senior high. These goals provide that each student will learn to communicate, to solve problems, to direct himself into new materials and learning experiences, to hold a good concept of himself, to exercise self-discipline, to adjust to change, to have a system of values against which to check his decisions, and to live and work with others of various social, cultural, and ethnic backgrounds. Finally, it is a goal that each student become a contributing member to the community in which he lives, no matter where on the globe that community exists. (180, p. 1).

Example 16. The welfare of the pupils is the primary goal of the school program. The board's function therefore is to translate, as far as possible, the desires of the citizens of the schools into a workable and balanced program which accommodates the learning experiences to the individual differences, interests, and abilities of pupils and in a manner which adequately serves national needs, state goals, and local expectations in an era of rapid technological and social change. (2, p. 47).

Example 17. The Anglo-American School (of Sofia) exists to provide an educational and recreational facility for the children, between the ages of five and twelve, of the American and British embassy employees in Sofia, Bulgaria, and for other children of the foreign community when space and facilities permit. The school was organized by members of the British and American diplomatic communities in the Spring of 1966. The school membership, like the foreign community of Sofia, has never been large; approximately 55 children from six or eight countries are usually enrolled each year, with half the students coming from the United States, Great Britain and Japan. (83, p. 24).

Example 18. The Bradwell American School was founded in 1967 near Great Yarmouth in Norfolk. It is a private day school designed to provide an American-style education for the children of families from the USA and Canada who are employed in work connected for the most part with North Sea Oilfield development. The school is linked with the American School of Aberdeen in Scotland and with two boarding schools, Herringswell Manor in Suffolk and Taymouth Castle in Perthshire. (83, p. 39).

Example 19. We believe that a good education is truly a stepping stone to success in life. Therefore, the prime objective of this school is to expose all students to a quality learning atmosphere.

We believe that there can be valuable experiences available to students educated in a foreign country. We strive to utilize every means possible to expose the students to the local culture and physical environment as an integral part of our curriculum. The students shall be constantly reminded of the worth and dignity of their own homeland while learning respect for the people and culture of another country.

Finally, we believe that those of us who are guests in a host country have an increased responsibility to conduct ourselves as guests at all times. The image we project not only mirrors our immediate presence but also all the people of the country we represent. (5, p. 12).

Example 20. The American Community School of Lome, Togo was started in 1966 by American Missionary parents who wanted an American curriculum to meet the needs of their children in a French-speaking country. The Calvert Correspondence Course under the guidance of professional teachers was used until 1972. This course included texts, writing materials, tests, a Manual and advisory teaching services for grades kindergarten through eight. (3, p. 1).

Example 21. Since November 29, 1948, when it was authorized by the Ministry of Education to function as a laboratory school, the school has worked in cooperation with the Ministry to promote better education for all of Guatemala. The school conducts experiments in procedures, writes books, makes up courses of study, submits sample tests, and in many other ways does work which can be used by the Ministry of Education in the public schools throughout the country. For example, the school has developed standardized general ability tests in Spanish that are now used all over this country for screening purposes. The school has also written several elementary readers in Spanish to be used in the public schools. (25, Sec. 1, p. 1).

Example 22. The American School Foundation of Mexico City is the oldest and most famous institution of its kind in Latin America. It offers co-educational, non-sectarian education in English from kindergarten through high school to U.S. and Mexican children. It prepares children in Pre-Kinder and Kinder for the English-speaking program. It prepares students for college in the United States, the National University of Mexico, and for other Mexican schools of higher education by means of a comprehensive bilingual, bicultural curriculum. (13, p. 9).

Example 23. The Singapore American School believes:

- that education is a right of American youth;
- in the worth of the individual and the value of a free society in which each individual is given the opportunity to develop his talents to the limits of his capacity and desires;
- that the individual has an obligation to his family, to his community and to the society which nurtures him, and that his talents are most fittingly employed when they are used to advance the general welfare;
- that the individual must assume the primary responsibility for his own development and behavior, and that the school has a duty to help prepare its students to accept that responsibility;

- that the school has an obligation to assist the development of its students' capacity to devise and promote orderly change, which the school recognizes is vital to a healthy society;
- that the behavior of students attending the school shall reflect the standards of good citizenship demanded of its members by a democratic society;
- that self-discipline is an important goal of the educational process;
- that the achievement of the purposes of the Singapore American School can be made possible only through the fullest cooperation between the school, its students and their parents, and the American community in Singapore. (191, p. 1).

Example 24. The American School believes it has a role to play in the development of the individual child into a productive, creative and functioning member of a democratic society. Its program of study and activities is designed to:

... set the foundations of character and personality,
... develop patterns of citizenship and responsibilities for life in a democracy,
... stimulate appreciation and participation in creative activities and our cultural heritage.
... develop the academic and technical skills that students will need in the pursuance of their program of higher education and to become economically productive members of society.

The teachers of our school themselves set their teaching objectives to cover seven major areas of growth:

1. To teach children to think logically and to express themselves effectively.
2. To prepare children to function successfully in their individual and group lives through the development of such values as:
   - ethics,
   - positive attitudes toward self and others,
   - positive attitudes toward work and responsibilities,
   - ideals and practices of democracy and good citizenship.
3. To develop good mental and physical health habits.
4. To teach use of leisure time, develop inner resources.
5. To teach cultural appreciations.
6. To prepare students for higher education and to earn a living.
7. To understand and participate in the scientific, economic, and social world in which we live. (20, p. 3).

Example 25. The Philosophy of a binational school should consider the existence of differences inherent to the cultures involved, with instruction which is inquiry-oriented and knowledge that is functional and stimulating. These experiences should be provided in both the academic and extra-curricular programs of the school. An educational program must provide a preparation that has relevance both for the present and the future.

It is necessary for all students to adapt themselves to function in a world-society that includes many diverse cultures, each of which has its own values and morals. The school must reflect the cultures of the children enrolled and encourage the integration of such cultures including their values and morals. (55, p. 1).

Example 26. The opportunity to continue an uninterrupted American Educational program yet taking advantage of being in another country, is extremely important. The Uruguayan American School offers an equivalent American educational program in an international setting with a multinational student body. Thus, your child may continue to receive the advantages of an American education and at the same time work with and get to know students from other countries and with different backgrounds. (192, p. 1).

Example 27. The Escuela Americana, founded and directed by a group of parents, is a coeducational school for an international group of children that employs the educational systems of the United States of America where applicable in this country. The Escuela Americana does not have any religious affiliation; it does acknowledge and practice the ethics of the Natural Law, based on the belief that there exists a moral order which every normal person can discover by using his reason and of which he must take account if he is to attune himself to his necessary ends as a human being. The Escuela Americana emphasizes the basics of education in the traditional subject areas, the individuality of the student, and personal integrity and intellectual pursuit while developing and inculcating modern methods of scientific inquiry and technology. The Escuela Americana strives to present a cross-cultural context, recognizing the intellectual, social, emotional and physical needs of the community as a whole, and is committed to developing a student who will be able to achieve success as a member of the international community.

The Escuela Americana encourages each student to look as objectively as possible at the society in which he lives, and come to a realization of the critical choices confronting that society and the student. While the Escuela Americana believes in maximum freedom for each individual to do this, it recognizes that there is no freedom without responsibility, no responsibility without discipline, and no growth without effort.

The continued emphasis on concern for each student as a unique individual with rights, dignity and special needs is a guiding principle in all that the Escuela Americana attempts to do. To achieve this philosophy the Escuela Americana has set the following objectives:

1. To promote understanding, appreciation and acceptance of individuals from different cultural environments;
2. To promote mutual understanding among students of people of the United States of America and El Salvador so that they can be conversant with, and appreciative of, the cultures of both;
3. To develop an atmosphere in which a student will learn both English and Spanish, and be able to function as a bilingual person;
4. To structure academic and extra-curricular experiences in such a way as to enable graduates to use these experiences in making positive contributions to the society in which they live;
5. To provide a coeducational environment that will teach students to interact on an equal basis as intellectually honest members of the society in which they will live;
6. To inculcate the value of work as the foundation of success in any endeavor;
7. To arouse the innate curiosity and inquisitiveness of the mind and to develop the ability to direct these qualities to the process of inquiry and problem solving;
8. To provide an education commensurate with the American private school of recognized excellence. (79, p. 13).

Example 28. The School should be student-oriented. It should provide adequate educational, psychological and career counseling in order to assist the student in determining his/her goals, in planning to achieve them, and in transferring acquired skills to new situations.

The School must be flexible in curriculum, methods, and requirements in order to meet the needs of a rapidly changing student body. It should at the same time provide continuity, with the various levels integrated into the whole. It should also provide programs which are designed to meet significant, clearly defined needs. Whenever national standards exist, programs should meet these standards.

The faculty and administration serve as direct examples to the students. Both should be of the highest professional caliber, and must cooperate to create an atmosphere conducive to learning.

The School is an integral part of the community. It is therefore vital that communication channels between the School and the community be open and ethical.

The School's cultural setting is of critical importance to its character.

Theory should be related to practice.

The effectiveness of the School's program for the students should be continuously evaluated by faculty, administration, parents and students. As part of this evaluation process, the Philosophy and Goals of the School should be continuously reviewed. They should be revised within a five-year period. (154, p. 1).

Example 29. The basic goals of the International School are to provide the best possible education for the non-Malaysian children in the Kuala Lumpur community and to prepare students for entrance into institutions of higher learning. The School reflects the International atmosphere of Malaysia and adapts to the needs of an international student body. The School welcomes students of all nationalities, religions and beliefs provided that their knowledge of English is sufficient to enable them to profit from the instruction and to maintain achievement commensurate with their age and ability. Students whose proficiency in English is not sufficient for them to enter the regular classes will be placed in an English-as-a-second-language program until such time as they are able to participate in regular classes. (99, p. 1).

2.104 Standards for Board Members

Example 1. Members of the Board of the ASI are expected to follow high standards, including: (1) holding the best interest of the school above all other considerations in board decisions, (2) maintaining the confidentiality of information available to them by virtue of their board position, (3) being advocates of the continuous improvement of the school, (4) avoiding any criticism of the school that is not constructive, and (5) communicating the needs and potentials of the school in a positive manner to the school community and others.

Example 2. Members of the Board are at all times only concerned with, and motivated by, the best interests of the school in any matter that arises for the Board's consideration. (29, p. 3).

2.20 School Board Organization

2.201 Method of Election of Officers and Members

Example 1. Nominations:

(1) The Executive Board shall appoint each year at the fall General Assembly a committee consisting of one member of the Board, who shall act as chairman, and two members from the Association at large, who shall be ordinary members, for the purpose of preparing and presenting nominations to the General Assembly for positions on the Executive Board.

(2) The nominations to be presented will be communicated by written notice to all members of the Association at least twenty-one days prior to the meeting of the General Assembly at which elections will take place.

(3) Further nominations may be placed before the General Assembly by writ-

ten notice to the Board signed by fifteen ordinary members of the Association at least seven days prior to the meeting. (7, p. 8).

Example 2. At the first meeting after election the new School Board shall organize and elect its officers from its own members. The officers shall be elected by secret ballot in the following order: President, Vice-President, and Secretary. Each officer shall serve for a period of one (1) year. Balloting for any of the three (3) above-mentioned officers shall continue until a clear majority is received. From outside the Board membership, an assistant secretary or clerk may be appointed to serve annually or for such a period of time as the Board may deem wise. Vacancies in the above-mentioned offices occurring during the year shall be filled by the Board of Education at its discretion. (73, BBAA).

Example 3. The membership of the Board of Directors shall consist of a President, a Vice-President, a Treasurer, a Secretary, and five Directors. These members shall be elected by ballot at the regularly scheduled Parents Meetings. However, if there is but one candidate for any office, and a motion is made from the floor, the election may be made by voice. Members of the Board serve for a term of one year. No person shall serve more than three consecutive terms in the same office. (24, p. 2).

Example 4. Officers of the Board will be elected by the Corporation at its April meeting and will take office in June after Commencement. (29, p. 4).

Example 5. Election of members of the Board shall be held twice annually. Election for the President, the Secretary, and three Directors shall be held at the Parents' Meeting in mid-school year. (24, p. 2).

Example 6. Such officers shall be elected to serve for the period of one year or until their successors shall be duly elected and qualified. The Board of Directors may establish special committees and fix the duties and functions thereof. (11, p. 7).

Example 7. Nominations for members of the Board shall be made by a Nominating Committee of three members, appointed by the President with approval of the Board, at least 20 days prior to the election. The Nominating Committee shall report to the Parents Meeting at which the election is held the name of at least one candidate for each office to be filled. The consent of each candidate must be obtained before his name is placed in nomination. Additional nominations may be made from the floor provided the consent of each candidate has been previously obtained. (24, p. 2).

Example 8. Election or re-election of Board members and officers will be through secret ballot of those present. Proxy voting will be accepted but will not count toward a quorum A majority of total votes cast will be required for election.(29, p.2).

Example 9. Voting: Members of the Board shall be elected in the following order:

At mid-school year Parents' Meeting

(a) President
(b) Secretary
(c) 3 Directors

At end-of-year Parents' Meeting

(a) Vice-President
(b) Treasurer
(c) 2 Directors

Election shall take place by separate ballot for each office to permit a candidate defeated for one office to be nominated, with his consent, for another office. Election for the three (or two) Directors shall take place on the same ballot. If there are more than three (or two) nominees, the three (or two) receiving the most votes shall be considered elected. (24, p. 3).

Example 10. The Board of Directors consists of ten members, of which five are elected every year for two-year terms by the stockholders. Five must be North Americans. The Board will consist of the following:

President
Vice-President
Secretary
Treasurer
Six other members

Officers are elected at the first meeting of the year by the Board members, during the month of January, for a one-year term. There is also a representative from the U.S. Embassy at Limon with a voice but no vote. Officers are elected by the Board members at the first meeting of the year during the month of January. Officers may be re-elected an unlimited number of times. (112, p. 5).

Example 11. The school is governed by a ten-member Board of Directors, four of whom (including one ex-officio member) are appointed by the American Ambassador, with six being elected by the Association of the International School of Belgrade, the sponsors of the school. Membership in the Association is automatically conferred on the parents or guardians of children enrolled in the school. The school is incorporated and is tax-exempt under Section 501 (C) (3) of the U.S. Internal Revenue Code. (83, p. 95).

2.202 Duties of the President

Example 1. The President shall be the chief executive officer of the corporation. He shall supervise, in general, the business interests of the corporation. In addition to such duties as may be required of him by the Board of Trustees, he shall preside at all meetings of the Board and shall act as temporary chairman and call to order all meetings of the members of the corporation. He shall appoint the members of the standing committees and he shall sign and execute, in the name of the corporation, deeds, mortgages, bonds, contracts, or other instruments authorized by the Board of Trustees except in cases where the signing and execution thereof shall be expressly delegated by the Board of Trustees or by these Bylaws to some other officer or agent of the corporation. (98, p. 5).

Example 2. The Duties and Responsibilities of the President of the Board of Directors are:

1. To call meetings of the Board of Directors.
2. To take care of and to make decisions on all matters that do not require the approval of the Board of Directors or of the Board of Trustees.
3. To render to the Board of Directors at each meeting an account of his decisions and acts.
4. To sign checks jointly with the Treasurer of the Board of Directors or persons approved by the Board of Trustees or the Board of Directors.
5. To appoint committees for special projects. (61, Sheet 9).

Example 3. The President acts as the representative of the Association. He supervises observance of the requirements of law and of the Bylaws, presides at meetings of the General Assembly and of the Executive Board, sees to the implementation of decisions made by these organs, and handles the current business of the Association. In case of urgent necessity the President is entitled to take measures on his own responsibility even with regard to matters falling within the competence of the General Assembly or of the Executive Board; these measures require, however, the post facto approval of the appropriate organ of the Association. (7, pp. 8-9).

Example 4. The judicial and extra-judicial representation of the Association corresponds to the President who, with a previous resolution of the Board of Directors, may confer general and special powers of attorney.

The President of the Board will preside at the sessions of the Board and the General Assemblies, and will perform any other functions which correspond to the position. (77, p. 5).

Example 5. The President is the legal representative of the Colegio Panamericano and he must be inscribed as such before the governor of the State of Santander.

The President is elected by the General Assembly for one-year terms. The President can be re-elected.

The duties and responsibilities of the President are:

1. To arrange for his own inscription as the legal representative of the Colegio Panamericano.
2. To file with the Governor of Santander the election of the Board of Directors by the General Assembly.
3. To take care of and make decisions on all matters that do not require the approval of the General Assembly or of the Board of Directors.
4. To contract for supplies and services involving values that do not exceed Ps. $2,000.
5. To render to the Board at each meeting an account of his decisions and acts.
6. To make arrangements for and announce the Ordinary General Assembly meeting to be held yearly in March.
7. To preside over the General Assembly meeting adhering to requirements as specified under "General Assembly."
8. To be responsible for the maintenance of the "Libros de Actas" as specified in "Duties of the Secretary" under "Board of Directors."
9. To announce to members extraordinary general assemblies.
10. To appoint a permanent secretary for the Board of Directors.
11. To appoint committees for special projects.
12. To recommend modifications in present insurance policies or acquisition of new policies to assure adequate protection.
13. To make periodic visits to the school, while it is in session, in order to acquaint himself with the daily functioning of the institution.
14. To arrange for proper safekeeping of all legal documents as follows:
    a. Libro de Actas of the General Assembly
    b. Libro de Actas of the board meetings
    *c. Property Titles
    *d. Certificate of "Personeria Juridica"
    *e. Legalized copies of Bylaws
    *f. Contract agreements for U.S. Government Grants-in-Aid
    g. Inscription of President and Board
    h. Unissued Bond Certificates
    *i. Certificate Licencia de Funcionamiento
    *j. Certificate Inscripcion Direccion de Educacion
    *k. Certificate Aprobacion de Primaria
    *l. Certificate Aprobacion de Secundaria o Bachillerato or its equivalent
    *m. Contracts of staff personnel. (65, pp. 44-45)

***"Starred documents are to be kept at the office of the Director of the School."**

Example 6. The effectiveness of a board depends in large part on its president. If he is a person with deep interest in the school and with time to spend on its affairs, and if also he is a person of capacity, sagacity, and understanding, then the board and its committees function effectively, its policies are clear and consistently followed, its relations with the school head are smooth and characterized by mutual understanding and respect, its long-range planning is up-to-date, the school's relations with its own and the larger community are in good order, the talents of board members are well used, additions to the board are wisely selected, and the members understand the principles which should guide them as individuals in their relations with the school head, faculty members, parents, and community.

The school head and the board president, under ideal conditions, make a team of two in which each understands the other and carries his appropriate part of the burden of leadership in a spirit of reciprocal confidence and respect. A good board president is such a valuable asset to a school that two points follow. In the first place, if a rotation principle is set up for members of the board, an automatic change of president should not be required. In the second, the head of the school should not also be the president of the board for the simple reason that the school loses the great advantages to be gained by having a good president to work with the school head.

All of this must be accompanied by a caution about the obvious dangers of a one-man board, but a good president will be well aware of those dangers himself. (72, pp. 2-3).

Example 7. The President of the Board of Directors, who shall also be President of the Association, shall have the following functions and responsibilities:

a) To preside at the meetings of the General Assembly and Board of Directors.
b) To represent the Association at law and plaintiff or defendant.
c) To represent the Association before third parties in all aspects of its juridical existence.
d) To sign all documents binding the Association. Checks, drafts or similar instruments shall also be signed by the Treasurer.
e) To carry out the resolutions of the General Assembly and the Board of Directors according to their meaning and purpose. (46, p. 3).

Example 8. It shall be the duty of the President to preside at all meetings of the Association and of the Board of Trustees, to sign all contracts and other instruments binding to the Association, to appoint the standing committees of the Association, and generally to supervise the business activities of the Association. (182, p. 11).

1. To call all meetings of the Board of Directors.
2. To take care of and to make decisions on all matters that do not require the approval of the Board of Directors, or of the Board of Trustees in conjunction with the Chief Administrative Officer.
3. To render to the Board of Directors at each meeting an account of his decisions and acts.
4. To sign checks jointly with persons approved by the Board of Directors.
5. To appoint committees for special projects. (62, p. 13).

2.203 Duties of the Vice-President

Example 1. It shall be the duty of the Vice-President to perform the duties of the President whenever the latter shall be absent or temporarily incapacitated, and the acts so performed shall be as valid and binding upon the Association as if performed by the President. (182, p. 11).

Example 2. The Vice-President shall perform the duties of the President in the case of the resignation, absence or disability of the President. In the absence of both the President and the Vice-President, the Treasurer shall call the meeting to order and a President pro-tem shall be chosen. (75, p. 2).

Example 3. In the event of absence, impediment, disability or death of the President, the Vice President shall hold the office provisionally. In default of the Vice-President, the Board shall choose from among its members a person to exercise provisionally the duties of the President. (46, p. 3).

Example 4. The Vice-President shall assist the President in the performance of his duties and shall perform such other duties as may be assigned to him by the Board. In the absence or incapacity of the President, he shall perform the duties of that officer. (24, p. 3).

2.204 Duties of the Secretary

Example 1. The Secretary of the Board of Directors, appointed by the President, will be responsible to fulfill the duties listed below.

I. Acts as secretary for the General Assembly.
  A. Take notes and write the minutes of the meetings of the General Assembly.
  B. Distribute copies in English and Spanish of the minutes of General Assembly meetings to all members and to other persons at the request of the president.
  C. Record minutes in Spanish in the *Libro de Actas.*

II. Acts as secretary for the Board of Directors.
  A. Take notes and write the minutes of meetings of the Board of Directors.
  B. Distribute copies in English and Spanish of the minutes of Board of Director's meetings to all members and to other persons at the request of the president.
  C. Record minutes of the meetings of the Board of Directors in Spanish in the *Libro de Actas.*

III. Obtain from outgoing committee heads and board members their copies of the Policy and Procedure Manual and deliver those manuals to new members. (65, p. 49).

Example 2. The Secretary shall keep the minutes of the Board of Directors and of Parents Meetings; shall undertake or arrange for the correspondence of the President and the Board; and shall give or cause to be given proper notice of meetings of the Board and of Parents. (24, p. 4).

Example 3. The Duties of the Secretary-Treasurer of the Board are:

1. To take notes and to write the minutes of the meetings of the Board.
2. To record the above-referred-to minutes in the "Book of Minutes of Meetings" of the Board of Directors.
3. To distribute copies of the minutes of Board meetings to all members of the Board.
4. To keep in the file copies of the Policy Manual.
5. To distribute copies of said Policy Manual among the members of the Board of Trustees, Board of Directors, and the Chief Administrative Officer of the school.
6. To render to the Board at each meeting information about the last meeting's decisions.

7. To prepare for delivery to the Board of Directors (in conjunction with the Chief Administrative Officer of the School) a cash flow data sheet in January and June of each school year.
8. To review the records presented by the school Auditor annually-said Audit to include Fiscal Year (Sept. 1 – Aug. 31) Data. (61, Sheet 11).

Example 4. It shall be the duty of the Secretary to keep minutes of the meetings of the Board of Trustees and of the meetings of the Association and to enter the same in books of records. He shall give notice in writing of all meetings of the Association and of the Board of Trustees. He shall sign all instruments requiring his official signature, conduct the correspondence of the Association, and perform such other duties as may be designated by the Board. (182, p. 12).

Example 5. The Secretary shall assume the responsibility for all records, proceedings and documents of the Board. Additional duties of the Secretary are:

1. Notify Board members of all meetings.
2. Shall co-sign with the Director all checks over $1,000 in the absence of the Treasurer.
3. Record the minutes of the meetings of the Board.
4. Conduct the official correspondence of the Board. (4, p. 8).

Example 6. The Secretary shall keep the official minutes of the Board and of the Association and shall certify all such documents as the official documents of these respective groups. The Secretary shall also be responsible, with the President of the Board, for the preparation of the Minutes of the Meetings of the Board of Directors in Portugese for filing with the appropriate authorities. (75, p. 2).

Example 7. The Secretary is responsible for keeping the minutes of the General Assembly and of the Executive Board. The Secretary also acts as assistant to the President. (7, p. 9).

2.205 Duties of the Treasurer

Example 1. The Treasurer of the Board shall also serve as Chairman of the Finance Committee. In this role he will supervise the preparation and the administration of the annual operating budget of the School, will authorize expenditures therefrom through a delegation of authority to the Headmaster, and will specifically bring to the attention of the Board those instances where contemplated expenditures are exceeding the budget plan previously approved by the Board. (75, p. 2).

Example 2. The Treasurer will be the trustee of the Association's funds and will supervise the accounting of the same.

The Board of Directors will determine the form in which the Treasurer will make the payments from the funds of the Association.

The Treasurer will verify the collection of the debts owed to the Association. (79, p. 6).

Example 3. Under such direction as may be laid down from time to time by the Board, the Treasurer shall be the general business manager of the School; shall sign checks and enter into financial obligations on behalf of the School; and shall maintain and make available, upon the request of the President or the Board, the financial accounts of the School. (24, p. 4).

Example 4. The Treasurer shall prepare and publish a written statement of the financial condition of the school in advance of the first Association meeting of the school year. Members may obtain it upon request prior to said meeting. (172, p. 5).

Example 5. The Treasurer shall work with the Director in all matters of finance.

The Treasurer shall also co-sign, with the Director, all checks totalling more than $1,000. The Treasurer shall also work with the Director in preparing the budget for the succeeding year. (4, p. 8).

Example 6. It shall be the duty of the Treasurer to review the financial transactions and the accounting for the funds of the Association. Each calendar month he shall verify the funds on hand, check the financial transactions of the preceding month, and examine the financial statement prepared by the custodian of the Association fund. He shall submit to the Trustees the monthly financial statement which, after approval by the Trustees, shall be included with the minutes of the monthly meeting of the Board of Trustees. (182, pp. 11-12).

Example 7. The Treasurer, appointed by the President, will fulfill the duties listed below:

I. Assume responsibility for budget planning, in cooperation with the director, adhering to the stipulations as outlined under "Financial Control and Procedure."

II. Be responsible for the payment of all school taxes. (65, p. 50).

Example 8. The Treasurer of the Board shall perform the duties and powers of the custodian of its funds. (11, p. 12).

2.206 Duties of Board Members

Example 1. Each member of a board of education should present his own views on matters coming before the Board; should consider himself a representative of all the people of the school, not the representative of some particular group or some particular section of the school community; and assist the total Board to make decisions in the best interest of the school. In this process, no individual has a right to attempt to dominate a board, and no board should permit itself to be dominated by an individual member. This does not mean that the individual board member has no right to try to persuade the board that his idea or point of view on some question should be adopted by the board. However, the word 'dominate' is intended to convey the idea that no board member has the right to try to force his opinion upon the board or to have his way with the board regardless of the real convictions of the other members. (35, p. 12).

Example 2. Members of the Board shall have authority only when acting as a Board legally in session. The Board shall not be bound in any way by any statement or action on the part of an individual member except when such statement or action is in pursuance of specific instruction of the Board. (73, BBB).

Example 3. In a sense, the board member plays two interrelated and interdependent roles. One of these roles is his work in official sessions of the board when decisions are made. The other role is outside of legally constituted board sessions. The first demands painstaking study in order to contribute adequately to board deliberations. It requires respect for other board members, an atmosphere of cooperation, team spirit, and occasional acceptance of decisions which may not reflect the personal views of the member.

The second role, that of the citizen outside of the board meetings, may be equally demanding. First, the individual must remember at all times that he has no power outside of board meetings and that he has no authority to make commitments affecting the board. He should only listen to people who come to him to discuss school matters, help them to study such matters, and refer them to the proper authority. The individual board member should keep informed on public opinions and attitudes toward schools, assist citizens in understanding board actions, and strive at all times to represent the board to the public in a statesmanlike fashion. (2, p. 16).

Example 4. The members of the board of education must function as a team if the best interests of the schools are to be served. It is the responsibility of the individual board member to help develop and maintain friendly, cooperative relationships among the membership of the board. The obligation of the member is to the welfare of the board as a whole.

The individual board member should understand that the best interests of the school can be served only through joint effort of all board members and the superintendent. He should understand that board decisions are best when developed on the basis of free and open discussion with every member expressing his views. An open mind, objective study of evidence, and commitment to group decisions which represent the best judgment of all involved are essential.

Once each member has spoken his views, discussed a problem or issue pro and con and a decision has been made, it is up to each member to support the decision whether or not his own views are reflected in the decision. He should never criticize fellow board members unless it is in the privacy of board meetings, nor should he seek to secure support from the public for ideas which he has been unable to get the board to accept.

The necessity for the individual board member to be well informed on matters affecting board policy and board decisions has been stressed. Snap judgments made without benefit of careful study or relevant information are a threat to the best interests of the schools.

The individual board member, however, is obligated to think for himself, to suggest problems for board consideration, to inform himself on school matters, to take part in board deliberations, to arrive at opinions independently, and to vote as he chooses. But he must do so with the best interests of all schools in the district in mind. Under no circumstances should he attempt to represent only the interests of one school or the schools of one section of the district. (2, pp. 14-15).

Example 5. Board members individually will refer their questions, suggestions, and constructive criticism about operational matters directly to the headmaster for appropriate consideration and action. Complaints or suggestions about school matters coming to Board members from any source shall first be referred by them to the headmaster. Where Board policy is affected or Board action is required, the matter will be brought to the whole Board's attention through normal channels. (29, p. 3).

Example 6. The actions of a board as a body, determined and taken in legally-held meetings, shall have legal validity. The opinions, convictions, and actions of the individual members of a board have weight only as they contribute to the discussions and considerations shaping official decisions of the Board. The individual board member does not control the school or school personnel. At a board meeting he has a voice and a vote, but outside the meeting the individual member is a private citizen with no more right to direct what the school shall do than any other citizen. The duties and powers which he is given as a member of the Board can be exercised only when the Board is in session.

The individual board member is free to think, to suggest problems to the Board, to inform himself on school matters, to take part in board deliberations, to arrive at opinions independently, and to vote as he chooses. By virtue of his position, it is his duty to learn what the people want and to give them information about the school if they request it.

The individual board member represents education and the control of the school in the eyes of most parents and patrons of the school. They may come to him with problems and expect either promises or immediate action. In such a situation, the board member owes those who have come to him the utmost courtesy and respect and should discuss their problems with them; but he should not go beyond a promise to present the matter to the entire board for consideration.

Individual board members may find the following two suggestions useful:

1. If questioned by someone about a matter on which board policy has been clearly defined, an individual board member should give a straight-forward answer in line with the policy.
2. If approached about a matter which the Board has not settled or regarding which it has no established policy, an individual board member should not commit himself to any position or promise other than to discuss the matter with the Director or to present it to the Board for consideration. (35, pp. 10-11).

Example 7. The Alabama School Code makes it clear that only the actions of a board of education in legally-held meetings have any validity or authority. Opinions, convictions, and actions of the individual members of the board of education have weight only as they contribute to considerations shaping official decisions of the board. It is of critical importance that each member of the board realize and accept this fact. The board member as an individual has absolutely no control over the schools or school personnel. He has a voice and a vote at board meetings, but outside of the meetings the individual member is a private citizen with no more right to direct what the schools do than any other citizen. His duties and powers as a member of the board of education can be exercised only when the board is actually in session or upon authorization of the board.

By virtue of his membership on the board, it is his responsibility to keep informed on what people think of the schools and what they want the schools to do, to listen to their opinions, and to give them information about the schools if they request it. Great harm may be done the schools and the effectiveness of the board if the individual member does not remember or fails to respect the fact that only the board as a public body in a legally-held meeting has any authority or right to make decisions and take actions.

The individual board member, however, does represent education and the control of the schools in the eyes of most parents and patrons of the school system. Therefore, they may come to him as an individual with their problems and expect either promises or action immediately. The board member owes those who come to him the utmost courtesy and respect. He should discuss their problems with them, but beyond such discussion he should not go unless it is to present the matter to the entire board for consideration. The board member should abstain from individual action or judgment in such cases and, as a rule, refer the matter to the superintendent. Or he may choose to ask the individual to present his problems directly to the superintendent.

Individual board members may find the following three suggestions practical and useful:

1. If questioned by someone about a matter on which board policy has been established and clearly defined, an individual board member should give a straightforward answer in line with the policy.
2. If approached about a matter which the board has not settled or regarding which it has no established policy, an individual board member should not commit himself to any position or promise other than to discuss the mat-

ter with the superintendent or to present it to the board for consideration.

3. An individual board member should refer all complaints relating to instruction or personnel to the superintendent of schools. (2, pp. 15-16).

2.207 New Member Orientation

Example 1. The new board member who sits silently while he learns during the first part of his term is wasting a portion of the time for which he was elected. It is possible for him to be useful and knowledgeable from the start of his service. The board president, for example, can make sure by a personal visit that the new member, or the prospective member, understands in some degree what will be expected of him in the way of work, attendance at meetings, committee service, etc. In turn, the new member can examine the school's policy manual and familiarize himself with the charter, bylaws, and catalogue of the school, the statement of the goals and curriculum, and some basic facts as to enrollment, number of faculty, salary scale, condition of the budget, admission situation, etc. The school head can take him on a survey of the physical aspects of the school and discuss the problems of space and plans or hopes for future development. If the new member also reads the minutes of past meetings and the reports of the head of the school over the past two or three years, he should be much more ready than new board members usually are to take his share in the consideration of the school's concerns and to make his own special contribution to the board's deliberations. (72, p. 6).

Example 2. 1. Soon after the election, an official letter extending a welcome to the board is desirable. The school superintendent may well prepare such a letter.

2. The superintendent of schools should contact the new board member at an early date and offer to help him become acquainted with his responsibilities and duties. It is very important for the new board member to be provided with such materials as the following:

(a) A copy of any legal responsibilities.
(b) Statements of bylaws, policies, rules and regulations of the Board.
(c) Copies of minutes of recent board meetings.
(d) A copy of the current school budget and the latest financial statement.
(e) Information on school enrollment, qualifications of teachers, transportation, buildings and other items.
(f) Information on the program of instruction.
(g) An analysis of major problems and issues faced by the school.

3. The superintendent and the chairman of the board should provide opportunities for conferences with the new board member in order to give him the opportunity of asking for such information as he may deem desirable.

4. The new member may find it highly desirable to visit some of the schools, accompanied by the superintendent, in order that he may begin to get a first-hand view of what the schools are like.

5. The new member may be invited to attend meetings of the board as a visitor until he officially begins his term of office.

6. The new member should be guided through the school by the Director so that he may see it in operation and become acquainted with school personnel. (35, p. 11).

2.208 Board Member Development

Example 1. Members of the Board should have ample opportunity for development to enable them to be of greatest possible service to the school. Opportunities include participation in school-sponsored functions and activities as well as other visits to the school arranged by the school staff. Attendance and participation in regional meetings of ASOS and in other professional activities are encouraged.

2.209 Compensation

Example 1. No member of the Board shall receive compensation for his services as a member. The members of the Board shall be reimbursed for necessary expenses incurred in the performance of Board functions. (32, p. 2).

Example 2. Members of the Board of Education shall be paid travel expenses as authorized. They shall be reimbursed for expenses in attending meetings of the Regional Association and for travel expenses related to school board duties. (73, BBBE).

2.210 Board Committees

Example 1. Committee chairmen are appointed by the President from the members of the Board. Chairmen may, directly or through the President, ask other Board members to serve on their committee. The chairman has overall responsibility for directing the activity of his committee, for the preparation of progress and/or final reports for the Board, and for the development of recommendations for the Board's consideration.

Scholarship
Fund Raising
Facilities
Educational Liaison
Public Relations
Finance

In those cases where special knowledge might significantly contribute to a committee's efforts, the committee chairman may request the Board's approval for the appointment of qualified non-members of the Board to the committee. Such appointments shall be on an *ad hoc* basis; they may be on a permanent basis (i.e., during the term of the chairman) only if the individual is a member of the Advisory Council.

Board members are responsible for service on committees and for providing such additional help on temporary projects as may be required from time to time.

Educational Liaison

The particular role of the committee is to explore with the Headmaster his ideas for the educational improvement of the school and to keep the curriculum under constant review.

The Chairman of the committee and the Headmaster review all credentials of the prospective faculty.

Any teacher who wishes to appeal the decision of the Headmaster on any subject does so in writing to the Chairman of the committee through the Headmaster.

Facilities

The committee, in cooperation with the Headmaster, supervises the design, construction, and maintenance of all buildings and facilities as well as the improvement and maintenance of the grounds.

Fund Raising

The committee supervises and manages all fund-raising activities decided upon by the Board. All community fund-raising activities, conducted in the name of The American School of Madrid, must first be approved by the Board.

Public Relations

The committee cooperates with the Headmaster in developing and, after Board approval, putting into effect the latter's program for interpreting to the public the purposes, practices, accomplishments and needs of the school.

The Board is the only official source of information pertaining to school policy and programs. The P.R. committee, working with the Headmaster, is responsible for channelling all such information to the public.

Scholarship

The committee makes recommendations to the Board concerning the scholarship program and policies for making grants.

The committee selects recipients according to established guidelines and is responsible for the required annual review of grants.

The committee Chairman works with and through the Headmaster to assist him in insuring the proper execution and administration of the program.

Finance Committee

1. The finance committee is responsible to the Board for the financial policies of the school.
2. It shall appoint an auditing firm to prepare the school's annual statements or any other periodic statements which may be deemed necessary. The committee shall submit such statements to the Board.
3. It shall review proposals for non-budgeted financial commitments from Board members or committees prior to the Board meeting at which the proposals are going to be submitted.
4. It shall review the school's annual budget with the Headmaster prior to its presentation to the Board.
5. It shall submit to the Board recommendations on tuition and all other fees or charges made by the school after consultation with the Headmaster.
6. It shall review with the Director of Administrative Services:
    a) The adequate insurance of the school population and property.
    b) The school's accounting and business practices, to ensure that:
        i. All funds are receipted and all obligations duly paid.
        ii. All necessary records are kept up to date and reflect the school's financial situation and operations.
        iii. All financial statements required by the Board are duly prepared. (29, pp. 8-10).

Example 2. The Board of Education shall have no standing committees. Special committees may be created by the Board for special assignments. When so created, such committees shall be appointed by the President and shall terminate upon completing their assignments, or they may be terminated by a vote of the Board at any time. (73, BBC).

Example 3. The following committees will be established:

Finance and Planning Committee

The Finance and Planning Committee shall be responsible for budget review, long-range planning, financial aid, fund raising, and expenditure control.

Building and Grounds Committee

The Building and Grounds Committee shall be responsible for the construction and maintenance projects of the school plant.

Nominating Committee

The Nominating Committee shall be responsible for presenting candidates for election to the Board of Governors not less than two months prior to the Annual General Meeting. The Committee shall be composed of two members of the Board of Governors, one representative from the American School PTSA and one member from the Trust at large.

Executive Committee

The Executive Committee is consultative to the Chairman of the Board and can be constituted to act for the Board in emergency situations. Membership for the Executive Committee shall be the Chairman and Vice-Chairman of the Board of Governors and two members elected from the Board at large. A quorum of three is required for Executive Committee action. This action shall be reviewed by the entire board at its next meeting.

Ad Hoc Committees

The Board will appoint ad hoc committees of its membership and other persons to investigate and study problems related to the operation of the school. Ad hoc committees will serve for a specific purpose and a definitive time period.

Curriculum and Instruction Council

The improvement of instruction and development of courses of study will be planned and organized by a representative leadership group. The Curriculum and Instruction Council will review, approve and recommend changes in the school curriculum. Membership on this Council includes Board members, administrators, teachers, PTSA representative and students. (191, pp. 14-15).

Example 4. a) There shall be a Standing Committee of the Board to be known as "The Executive Committee" which shall consist of the Chairman of the Board, the Vice-Chairman, the Secretary, and the Treasurer. Between meetings of the Board, most all of the Board's powers and duties shall be vested in and exercised by the Executive Committee. The Committee may not, however, elect officers or select interim members of the Board nor employ or dismiss the administrator.

b) Other standing Committees as are deemed necessary may be established by the Board.

c) Each Standing Committee of the Board shall make its own rules, keep regular minutes of its actions, and make a report to the next meeting of the Board. Except as hereinafter provided, the Chairman of the Board, with the approval of the Board, shall appoint all members of Standing Committees for terms ending at the close of the Society's next Annual General Meeting. His appointments may be from the membership of the Board, including honorary members, or from the membership of the Society, including non-voting members.

d) The Board may organize from among the membership of the Society committees for special projects, fact-finding programs or services. (99, pp. 28-29).

Example 5. The following committees have been established and are comprised as follows:

(1) *The Executive Committee* – The Executive Committee consists of the President, Vice-President, Secretary, and Treasurer of the Board. The primary responsibility of the Executive Committee is to facilitate the work of the Board and to handle those matters requiring urgent attention which arise between scheduled meetings of the Board of Directors. The Executive Committee shall therefore meet periodically to transact the business of the School and shall report the actions taken by the Committee at the next subsequent meeting of the Board of Directors. The President of the Board will serve as Chairman of the Executive Committee and will be responsible for insuring that actions of the Committee are within the purview of its duties as defined by the Constitution. He shall also be responsible for deciding which issues require full Board approval and insuring that such actions are presented to the Board for its consideration.

(2) *Building Committee* – The Board of Directors, sitting as a committee-of-the-whole, constitutes the Building Committee.

(3) *Finance Committee*

(4) *Administrative Committee*

(5) *Curriculum Committee*

(6) *Scholarship Committee*

The Headmaster is an ex-officio member of each of the foregoing committees and, in that role, serves as advisor to each committee. (75, p. 1).

Example 6. The executive committee shall consist of a minimum of five (5) and a maximum of seven (7) members, including four officers of the Board. The additional members shall serve at the invitation of the President, and their names shall be subject to confirmation by the Board. Once confirmed, the additional members will serve until the following annual meeting. (29, p. 7).

Example 7. The School Board acts as committee-of-the-whole except when particular problems or specific activities warrant standing or ad-hoc committees. (55, p. 4).

Example 8. The Executive Board has the power to appoint committees to which it may assign specific tasks. These committees report and are responsible to the Executive Board. (7, p. 7).

2.211 Board-Superintendent Relations

Example 1. The Board, as an elected body created under the Articles of Association, accepts its authority and responsibilities derived from the Articles. The Board, in practice, delegates the authority to administer its policies to the Superintendent. The working and communication relationships are basically clear and distinct for the Board. The Board believes that the lines of authority and responsibility extending to and from the Board must remain pure and elemental. (154, p. 14).

Example 2. The following relates to board-administrator relationships:

1. The School Board is responsible for the determination of policies, for the approval of the educational program and for the approval of appointments and expenditures.
2. The Board is responsible for the selection of the Headmaster, who is the Chief

Administrative and Supervisory Officer of the school.

3. The Headmaster makes recommendations to the Board concerning the employment, transfer, promotion, and discharge of all personnel employed by the school.
4. The Headmaster recommends and, upon Board approval, puts into practice plans for the development, administration and supervision of the educational program; plans for the development, operation and maintenance of the school plant; and a program for interpreting to the public the purposes, practices, accomplishments and needs of the school.
5. The Headmaster is responsible for preparing the annual operating budget for the consideration of the Board.
6. The Headmaster is the responsible head and professional leader in the development of the educational program and the improvement of instruction in the school as well as in interpreting the school to the community. All auxiliary supervisory personnel shall work through the Headmaster in the performance of their duties.
7. The Headmaster is to submit a written report to the Board prior to its regular meetings. (29, p. 11).

Example 3. The Superintendent is the chief administrative agent of the Board of Governors and as such is the normal channel of communication between the Board of Governors or the staff of the school and the Singapore American School community. (191, p. 49).

Example 4. The Director of the school has two functions in relation to the Board: he should serve as executive officer of the Board, and he should serve as educational advisor to the Board.

As the executive officer of the Board, a competent director should manage the school within policies established by the Board and should be held responsible to the Board for the results achieved. The following duties and responsibilities are among those which should be fulfilled by the Director under this heading:

1. The Director should be responsible for carrying out all policies and rules and regulations established by the Board.
2. When matters not specifically covered by board policies arise, the Director should take appropriate action and report such action to the Board at the next regular meeting.
3. All individuals employed by the Board should be responsible, either directly or indirectly, to the Director.
4. The Director should make such rules and give such instructions to school employees as may be necessary to make the policies of the Board effective. He should be authorized to delegate responsibilities and assign duties, with the understanding that such delegation and assignment does not relieve the Director of responsibility.
5. Except when matters pertaining to his re-employment or salary are being discussed, the Director should be present at all meetings of the Board.
6. The Director should be responsible for preparing and submitting to the Board a preliminary budget for the ensuing fiscal year.
7. The Director should have the authority, within the limits of major appropriations approved by the Board, to approve and direct all purchases and expenditures.
8. The director should submit his recommendations for all candidates for em-

ployment to the Board in writing. The Board, while having the authority to reject specific candidates, should employ other candidates only upon recommendation of the Director.

9. The Director should formulate and submit to the Board personnel policies requisite for efficient functioning of the school staff.
10. The Director should provide professional leadership for the school, should formulate educational policies, and should report regularly to the Board on all aspects of the system's educational program.
11. The Director should be responsible to the Board for the needed maintenance, improvement, and expansion of buildings, sites, and other facilities.
12. The Director should evaluate the work of each staff member and make his findings available to the Board.
13. The Director should serve as a representative of the school before the public.
14. The Director should keep a continuous inventory of all property, furniture, material, and supplies of the school.
15. The Director should prepare an annual school calendar and submit it to the Board for approval.
16. The Director should formulate and administer a plan for supervision of the schools.

The Director is the educational advisor to the Board. The primary purpose of a school is to help boys and girls learn and develop. Everything which goes on in the school should contribute to this purpose. Whenever matters such as qualifications of teachers, instructional methods, or questions involving the learning process arise or are considered, a board should look to the Director and his professional assistants for advice, counsel, and guidance. There is no substitute for the background of academic and professional training and experience which the Director and teachers have. (65, pp. 54-55).

2.212 Attorney

Example 1. The Board will employ an attorney locally as necessary to conduct school affairs. He shall advise the Board and the Superintendent on all matters concerning the school's operation and host country laws and regulations.

2.213 Board Committees – Operating

Example 1. (See 2.210)

2.214 Advisory Committees

Example 1. The School Board will enlist citizen groups to assist and counsel them, making certain that three principles are followed: (1) citizen groups should be broadly representative; (2) recommendations should be based on research and facts; (3) recommendations should be submitted to school boards which alone have the authority to act upon them. (73, BBF).

Example 2. The Board shall solicit the advice and counsel of patrons in planning and operating the school. Meetings of the Board shall be open to the public. All patron communications to the Board shall be addressed to the President of the Board. Patrons who wish to present any matter of concern to the Board shall make written request to the Secretary of the Board or the Director of the School at least 48 hours before a regular meeting. The Board may, in the case of emergency, by majority vote, give visitors who have not presented a written request an opportunity to present a problem to the Board. The President shall allot a visitor, at the appropriate time, not more than 5 minutes unless the time is increased or decreased by a majority vote of the Board. (32, p. 3).

Example 3. The Advisory Council is a guidance group of community, business, and educational leaders who are willing to contribute measurably to the school's growth and development. Advisory Council members may be invited to meetings of the Board at the discretion of the President. (29, p. 14).

2.215 Consultants

Example 1. The board may seek and retain the services of consultants to assist them in board operations, especially in the recruitment of a new superintendent.

2.216 Qualifications for Membership

Example 1. 1. Board members should be representative of the entire community served by the school and be dedicated to the work of the school.

2. The Board should meet no less than monthly and must have the final authority and responsibility for the complete school operation.

3. The Board is responsible for all policies of the school and the employment of a Superintendent and professional staff to carry out such policies.

4. The Board has the responsibility of approving the budget prepared and recommended by the Superintendent and for all long-range planning for the school program.

5. Board Meetings should in general be open to the school public, i.e., to parents of students. Closed meetings should be held on confidential matters. The final decision on all such matters is with the Board, whose decision must be taken in all matters in the interest of the school itself.

6. Individual Board Members have no decision-making authority (with regard to the school) except when meeting in session as a board. (84, pp. 22-23).

Example 2. Qualifications of members of the Board of Directors are:

1. Good moral character.
2. Good education.
3. Good standing in the community known for honesty, business ability, public spirit, and interest in the good of public education.
4. An open mind and the ability to think independently, to rely on facts rather than prejudices, to respect and act on objective evidence, and to consider all sides of controversial questions.
5. Have children enrolled currently in Colegio Karl Parrish.

Example 3. 1. The President of the PTO may become a full voting member of the Board provided that:

a. He is nominated and elected to the School Board in the same manner as prescribed for other Board members;

b. He is not an employee or relative of an employee of the American School of Madrid;

c. The PTO continues to be an active, functioning organization during the term of the President in question.

2. The resignation of the President of the PTO from that position shall automatically be considered to be resignation from the School Board. (29, p. 6).

Example 4. The Board is comprised of twelve members. Four of these, the so-called diplomatic members, are appointed for indefinite terms by the Ambassadors mentioned above. The American diplomatic member always serves as Chairman of the Board. These four diplomatic members co-opt four members from the community at large. In selecting members for appointment, due consideration must be given to their interest in the school as well as their willingness and ability to serve. It is also important to achieve an appropriate balance of representation among the nationalities and interest groups having pupils enrolled in the school. The remaining four members are elected by the Parents Association. Both of the latter categories of board members serve for one-year terms beginning on July 1. (101, p. 2).

Example 5. Members of the Board should be persons of character, good standing in their respective communities, and known for their honesty, business ability, public spirit, and interest in the goals of education.

A prospective board member should measure himself by the following criteria before agreeing to accept a position on the Board:

1. An interest in and understanding of education.
2. A knowledge of the community which the school is to serve, including its bi-national composition.
3. An open mind, the ability to think independently, to respect and act on objective evidence, and to consider all sides of controversial questions.
4. A general knowledge of the laws and regulations which affect the local school.
5. A general knowledge and understanding of educational aims and objectives.
6. A desire to represent the Board and the school to the public.
7. A liking for people, both children and adults, and loyalty to board associates and school personnel.
8. A willingness to learn and to improve himself as a board member. (20, pp. 9–10).

2.217 Vacancies

Example 1. Vacancies may and often do occur because of the nature of the school. Should a vacancy occur, it shall be filled by an appointee of the Board. (4, p. 7).

Example 2. A vacancy occurring in the membership of the Board shall be filled for the unexpired term by a person who receives a majority vote of the remaining members. (24, p. 3).

Example 3. A vacancy in any office may be filled by the Board at any meeting by a person who receives a majority vote of the members present. No salaries or any other compensation shall be paid for service as an officer of the Society except that reimbursement may be made for reasonable expense incurred in connection with such service. (99, p. 28).

Example 4. The Board of Directors shall choose a person to occupy a vacancy occurring in the Board of Directors during the interval between two elections. The appointment for this vacancy shall be in effect until the next session of the Parents Group. At that meeting the group may ratify the election of the Board or elect another person to occupy the vacancy. In the latter case, if the person not confirmed was a member of the Board, he shall continue to occupy his former position. A person elected to occupy a vacancy on the Board shall continue for the remaining period of office of the member whom he is replacing. (46, p. 4).

2.218 General Organization

Example 1. The ASI School Board is organized with a President, Vice-President, Secretary-Treasurer, and additional four members. All action by the Board shall be through majority vote at a duly constituted meeting. All officers and members have voice and vote.

2.30 Board Meetings

2.301 Annual Meetings

Example 1. The ASI, Inc. shall be convened annually by the President of the Board of Directors on the second Monday of April for the purpose of conducting the business of the ASI, Inc. The meeting shall be called and conducted consistent with the stipulations of the ASI, Inc. Bylaws.

2.302 Regular Meetings

Example 1. Regular meetings of the Board of Directors will be held on the third Wednesday of each month in the Board Room of the Escuela Americana at a time specified by the Board. When a Board meeting falls on a legal holiday or during a vacation period, the Board may change the date or cancel the meeting. (79, p. 12).

Example 2. Regular meetings of the Board shall be held once a month. The dates of these meetings shall be designated at the July meeting each year. There shall also be four general membership meetings during the year, one of which shall be the annual meeting in June. The dates of the general membership meetings shall also be scheduled at the July meeting. (4, p. 7).

Example 3. Regular meetings of the Board shall be held monthly during the school year at such times and places as the Board may agree upon. Special meetings of the Board may be called by the President or by a majority of the members of the Board. Meetings of the Board shall be open to parents, teachers, and other friends of the school as observers, unless the Board shall on any particular occasion decide otherwise. (24, p. 2).

Example 4. The Board shall meet at least quarterly. One-third of the members of the Board shall constitute a quorum for the transaction of business. (99, p. 27).

Example 5. The Board of Directors shall meet at least once a month during the school year. The President or other presiding officer shall call the meeting. Meetings shall be called whenever the presiding officer deems it necessary. The presiding officer must call a meeting if so requested by a majority of the members of the Board of Directors present in Santo Domingo. (46, p. 4).

Example 6. The Trustees shall meet at least once each month at the call of the President of the Board. Minutes of the meetings shall be submitted to the Ambassador. (182, p. 8).

Example 7. The President is responsible for calling a meeting of the Board of Directors. It should meet a minimum of six times per school year. Minutes of the meetings should be recorded in Spanish and English in the official "Book of Minutes of the Meetings of the Board of Directors." (62, p. 9).

Example 8. Regular meetings of the Board are held on the second Tuesday of each month. The President or Secretary may call special meetings. Members shall receive one week's notice unless the urgency of the matter makes this requirement unreasonable. (29, p. 3).

2.303 Special Meetings

Example 1. Special meetings of the members may be called by the President, or in case of his absence by the Vice-President acting in his place, or by order of the Board of Trustees, whenever he or the Board shall deem it necessary and it shall be the duty of the President or such Vice-President to order and call such meetings whenever at least fifteen (15) sustaining members shall so request. (98, p. 6).

Example 2. A special meeting shall be called by the Secretary at the request of the Chairman of the Board or any five voting members of the Board. Not less than five days' notice shall be given in writing specifying the time, place and purpose of the meeting. (99, p 28).

Example 3. A special meeting of the Board may be called by the President or any two members by serving on the other members a written notice of the time and place and purpose of the meeting at least 24 hours before the meeting. No business shall be transacted except that for which the meeting is called. (32, p. 1).

Example 4. Special meetings may be called by the President of the Board and must be called when there is a request by the majority of the Board in writing. Members of the Board may be notified by phone or announcement at the previous meeting. (79, p. 12).

Example 5. The Board shall announce, in advance whenever practicable, through the Newsflash and any other means as may appear appropriate, the date, time, and place of all regular and special meetings and the major topics to be discussed. All personnel shall be encouraged by a variety of means to attend meetings of the Board of Governors. (191, p. 52).

2.304 Adjourned Meetings

Example 1. Any legally called meeting may be adjourned to a specific time and place. Only problems on the agenda of the meeting adjourned may be acted upon at the make-up meeting. (32, p. 1).

2.305 Time and Place of Board Meetings

Example 1. Place and time of meetings. It is desirable that board meetings be held in the same place, unless for some special reason the place should be changed. In deciding, upon a place for meetings, such items as space, the probable number of people who will attend, and the availability or accessibility of records should be considered. Time of meetings should be set for the convenience of board members and of others who may be required or expected to attend. This applies to both day and hour. (2, p. 20).

Example 2. All meetings shall be held at a place designated by the board. (32, p. 2).

2.306 Notification of Board Meetings

Example 1. Board members should be notified by the superintendent or some person designated by him a reasonable time (at least three days) in advance of any board meeting, regular or special. (2, p. 21).

Example 2. All board members should be notified by the Director or some person designated by him a reasonable time in advance of any board meeting, regular or special. (35, p. 15).

Example 3. Board members and others who are expected to attend meetings should be notified in ample time for them to make arrangements to attend. Though regular meeting dates may be set for a year or more in advance, notification should be sent to all concerned at least a few days prior to the meeting time. The superintendent or some person designated by him should usually be responsible for such notification. Notification of special meetings should be made as far in advance as practicable. Notification should include the time and place of the meeting, and, in event the meeting is of a special nature, the purpose for which it is being held. (2, p. 20).

2.307 Preparation for Board Meetings

Example 1. Board members should prepare for meetings by studying items which will be discussed at the meetings. An agenda should be prepared and sent to members in advance of each meeting. (35, p. 14).

Example 2. The Board of Education may schedule a presentation concerning some phase of the curriculum or school operation. These presentations should be prepared in advance and be ready to begin when called on by the president.

The agenda shall be prepared and sent to members of the Board, news media, and others as may be determined, four days prior to the date of the regular meeting and, if practicable, four days prior to special meetings.

The minutes of the previous meeting(s) shall be in the hands of all Board members at least four days prior to the regular meeting. The only exceptions that shall be made are for special meetings which are called within this time limit.

Copies of committee reports shall be in the hands of Board members at the time of the regular meeting.

Reference items which may be needed for clarification or examination shall be in readiness prior to the meeting. (73, BCBC).

2.308 Agenda

Example 1. The agenda for meetings is drawn up by the Secretary after consultation with the President and the Headmaster. Members who have matters which they wish to bring before the Board should contact the Secretary as soon as possible, preferably at least ten (10) days before the meeting is to be held. (29, p. 3).

Example 2. The President, upon taking the chair, shall call the members to order on the appearance of a quorum (a simple majority of the Board). The order of business shall be as follows:

1. Reading of minutes of last session.
2. Reading of letters and communications. If reading in full is requested, the President may direct the matter to be taken up as new business.
3. Reading of motions and resolutions for reference without debate.
4. Reports from the officers and committees of the board.
5. Unfinished business.
6. New business.
7. Motions to reconsider.
8. Adjournment. (61, Sheet 8).

Example 3. The order of business at Board Meetings is as follows:

Call to order
Establishment of Quorum
Approval of minutes of previous meeting
Treasurer's report
President's report
Headmaster's report

Old Business
New Business
Adjournment

The order of business at extraordinary meetings may vary from this basic pattern since such meetings are generally called to deal with one or more specific issues. (75, p. 2).

Example 4. The agenda for board meetings will be prepared by the Director since he has first-hand information on the relative importance of different matters to be considered by the Board. Any item to be included in the agenda for the board meeting from any board member, staff member, or interested citizen should be sent to the Director, with sufficient time allowed for incorporation. The Director should include specific facts of assistance to the Board in clarifying matters to be discussed. Prepared resolutions or motions which require board action might also be included with the agenda.

The agenda will be prepared and sent to the board members in advance of the meeting so that board members will have time to consider the matters to be discussed. Emergency items may be added and less urgent items held over until the next meeting.

Following is a sample agenda:

AGENDA

Meeting of the Board

(Date)

1. Call to order and roll call
2. Reading and approval of minutes
   a. Meeting of August 29, 1976
   b. Special meeting of September 12, 1976
3. Reading of communications
4. Hearing of delegations
   a. Mrs. John Doe from the P.T.A.
   b. Boy Scout Leaders (The leaders wish permission to use school buses to transport troups to out-of-town adventures)
5. Report of the Director
   a. School enrollment report
   b. Report on transportation facilities (buses needed)
6. Financial report and approval of bills
7. Unfinished business
8. New Business
   a. Audio-visual equipment for grade school
   b. Consideration of boy scout leader's request for use of buses.
9. Adjournment (35, pp. 15-16).

Example 5.

PERMANENT AGENDA AND STANDING COMMITTEES

February

Appointment of Standing Committees
Financial Report – half year
Teacher Recruitment

March

Proposed School Calendar
Tuition Program
Any Fund Drive
Personnel Action – Decisions

April

Nominating Committee
Grant Renewal Applications
Grant Supplement Applications
Long-Range Financial Program
Budget

May

Personnel Contracts
Scholarship Committee

June

Graduation
Parents' Meeting and Board Election

July

Appointment of Standing Committees
Insurance and Bonding
New and Old Board Members in Joint Session
English Program - Evaluation
Financial Report - End of Fiscal Year
Letters to Outgoing and Incoming Board Members

August

Long-range Academic Program
Surplus Property – AID (requests)
U.S. Government Grant Applications
End-of-year Audit
University-to-School Plans

September

Nominating Committee
Student Exchange Program
Spanish Progress – Evaluation

October

Scholarship Committee
Building Committee - Long-range plans

November

Graduation
Parents' Meeting and Board Election
Personnel Action - Decisions

December

New and Old Board Members in Joint Session
Letters to Outgoing and Incoming Board Members (24, p. 23).

2.309 Distribution of Materials

Example 1. The agenda and supporting documents will be transmitted to board members at least two days prior to the meeting by the Director.

2.310 Rules of Order

Example 1. All communications and resolutions submitted to the Board for reference without debate shall be referred by the President to the appropriate officer or committee without motion, unless objection is made by a member of the Board.

Example 2. In all matters not covered by the rules of the Board, parliamentary procedure shall be governed by *Robert's Rules of Order.* (61, Sheet 8).

2.311 Quorum

Example 1. Three (3) Directors shall form a quorum at a meeting of the Board of Directors. An elected Director may be represented at a Board meeting and his vote cast by another member of the Association designated by the said Director in writing prior to the meeting. The appointed Director may be likewise represented at a Board meeting by another member of the official American community designated by the said Director in writing prior to the meeting. No business of the Board shall be transacted at any meeting unless a quorum of Directors is present at the commencement of the business. (3, p. 6).

Example 2. The quorum of the Board of Directors shall consist of four of its members. Resolutions shall be adopted by a simple majority vote, but in the event of a deadlock, the vote of the President shall be decisive. The corresponding minutes shall be recorded of each meeting of the Board of Directors. Such minutes shall be available to the members of the Association. (46, p. 4).

Example 3. A majority of the members of the Board present and voting shall constitute a quorum for the transaction of business. In case the Board should be made up of an even number of members, at least half of the members must be present and voting to constitute a quorum. (32, p. 2).

Example 4. The Executive Board is capable of taking valid decisions if all members have been notified of the meeting in an appropriate manner and at least one-half of the members are present. (7, p. 6).

2.312 Voting Method

Example 1. Decisions of the Board shall be taken by a majority of the members present and voting. A majority of the Board shall constitute a quorum. (24, p. 2).

Example 2. The Executive Board takes decisions by a simple majority of votes cast; in case of a tie the President's vote is deciding. (7, p. 7).

Example 3. All substantive decisions of the School Board will be taken by means of a majority vote at meetings at which a quorum of members is present. A quorum shall consist of a majority of the members. (172, p. 6).

Example 4. Voting shall be by voice vote, but any member may request a secret ballot. (4, p. 7).

2.313 Minutes of the Board

Example 1. It is of the utmost importance that accurate minutes be kept of each meeting of the Board. Board minutes are important legal documents and sources of valuable information, and should be kept as if they were being prepared for evidence in court. A board speaks officially only through its minutes; and as far as the Board's responsibility and authority go, its minutes have the force of law.

The minutes of the Board should show the following: (1) the date, time, and place of the meeting; (2) the members of the board present at the meeting; and (3) every action of the Board during the meeting.

Motions and resolutions should be worded and recorded carefully before being approved, and the record should give the vote and meaning of the action as exactly as possible. Some suggestions for the keeping of minutes are:

1. The minute book should be a bound book as required by Colombian law.

2. The book should not be bulky as it is more convenient to use smaller sizes. Each book should be given a volume number.
3. All reports should be copied in the minute book after approval by the Board.
4. Marginal headings make it easy to find important action of the board. The sample minutes which follow show such headings in the left-hand margin:

SAMPLE MINUTES:

Official Minutes of the Board of Education

Date Time & Place	The Board of Education of the ____________ School met in regular session at 7:30 p.m., March 18, 1977, in the Director's office in the Administration Building. The meeting was called to order by Chairman John Doe.
Roll Call	Present – Messrs. R_____, P_____, D_____, C_____, and Director G_____. Absent – Mr. L_____ . Visitors – Welcomed as visitors to the meeting were Mrs. D_____ , Mrs. J_____, and Mrs. F_____.
Reading & Approval of Minutes	1. Disposition of Minutes. The secretary read the minutes of the last regular meeting of the Board held February 18, 1977. It was moved by Mr. R_____ and seconded by Mr. P_____ that the minutes be adopted as read. Motion passed.
Director's Report	Director G_____ submitted his regular report, a copy of which was presented to each member of the board.

UNFINISHED BUSINESS

Landscaping School Grounds	2. Plans for additional landscaping of the school grounds, which had been submitted at a previous meeting by Director G_____ after he had conferred with landscape architects, were referred to the board for further consideration. It was moved by Mr. D_____ and seconded by Mr. C_____ that the Director be authorized to proceed with the work in accordance with the plan and within the budgetary allotment of 2500 pesos. Yeas – Messrs. P_____, D_____ , and C_____ . Nays – Mr. R_____

NEW BUSINESS

Approval of Bills	3. It was moved by Mr. R_____ and seconded by Mr. P_____ that the following bills as itemized in the Director's report be allowed: Blank Book Company, $794.08; School Supplies Company, $532.82; Sta-Rite Heating Company, $687.50. Yeas – Messrs. R_____ , P_____ , D_____, C_____ . Nays – None
Salary Schedule	4. Director G_____ pointed out in his report that the present salary schedule was not adequate to keep well-qualified teachers in the system for a reasonable length of time nor did the present schedule provide adjustments which would increase compensation as advanced training was completed.
Revision	It was moved by Mr. D_____ and seconded by Mr. R_____ that the Director be authorized to study the salary schedules of com-

parable school systems and suggest such revisions as the financial resources of the school would allow, submitting the revised schedule to the board at the next meeting.
Yeas – Messrs. R _____, P_____ , D _____, and C _____.
Nays – None

Adjournment

5. It was moved by Mr. R_____ and seconded by Mr. C_____ that the meeting be adjourned.
Yeas – Messrs. R_____ , P _____, D_____ , and C_____ .
Nays – None

The board chairman declared the meeting adjourned.

(signed)_________________________________ , Chairman

(signed)_________________________________ , Secretary (35, pp. 16-19).

Example 2. Minutes are to be kept of each meeting of the Executive Board, whether in ordinary or executive session; they must show in particular the subjects discussed, the decisions taken and that such decisions are valid in accordance with the Bylaws. The minutes shall be signed by the Chairman and the Secretary. (7, p. 7).

Example 3. The proceedings of the Board shall be recorded by the Secretary in its official minutes and then be approved or amended and approved, at the next meeting of the Board. Thereafter they may become a part of the permanent records of the Board. Minutes are to be complete, clear, and accurate. All matters of business which come before the Board shall be recorded in the minutes in the form of a motion or a resolution unless specifically excluded by Board determination. Motions shall be recorded as having passed or failed.

The Board reserves the right on matters considered sensitive and, when privacy shall best serve the interests of the School and the Association, to consider all or any portion of the minutes as confidential. In such circumstances the confidential minutes shall be made available only to members of the Board and to the officers of the Association on a personal and private basis. (75, p. 3).

Example 4. The minutes of the Board shall record all motions, all resolutions, recommendations of the administration, and the pertinent information upon which action has been taken by the Board. The official minutes shall be bound and kept by the Secretary. The Secretary shall pass the minutes to the newly elected Secretary when the new officers are installed in June of each year. (4, p. 7).

Example 5. The minutes of the meetings of the Board of Trustees shall be available for examination to any member of the Association at any reasonable time in the office of the Superintendent. (182, p. 12).

2.314 Attendance by Other than Board Members

Example 1. The Director of the school is the Board's executive and administrative officer and educational advisor. In these capacities, the Director shall attend all board meetings, regular and special, though he may be excused when his own position or salary is being discussed. At board meetings, the Director is free to enter discussions and offer opinions. He does not have the privilege of voting. In those instances when the Director differs with the Board on school matters, his opinion should be respected, and a vote against his stand should not be considered as an indication of lack of support or lack of confidence. (35, p. 20).

Example 2. The Superintendent of the school and a representative of the Ambasador shall be invited to attend each meeting of the Board of Trustees, but shall have no vote. (182, p. 12).

Example 3. Regular Board meetings shall be open to any member of the school who wishes to be an observer. However, any member of the school who has a problem to bring before the Board should so state in writing and present such statement to the school Director and at least one Board member at least 48 hours prior to the time of a scheduled meeting. (4, p. 7).

Example 4. Board Meetings shall not be opened to the public. The Board, at its discretion, may choose to invite or accept requests for attendance. (79, p. 12).

2.315 Information Releases

Example 1. ASI is a private, non-profit school, and meetings of its Board of Directors are executive sessions; therefore media representatives may not attend board meetings. Periodic information releases may be made by the Superintendent of newsworthy items concerning the ASI.

Example 2. A bulletin of information about Board of Governors' meetings, school activities, and parent organization events shall be published and sent periodically to each family at the school's expense. (191, p. 15).

Example 3. Informative reports on all aspects of the management of the school should be made at regular intervals either orally at public meetings or in written reports available to parents, faculty, patrons and contributors, etc. (72, p. 7).

2.316 Executive Sessions

Example 1. The Board of Directors may adjourn any regular meeting to an executive session at the discretion of the President or by a majority vote of the Board members. Annual meetings may not be adjourned to executive session.

2.40 Policy Development

2.401 Responsibility for Drafting Proposed Policy

Example 1. There shall be prepared, under the direction of the Executive Board, "The American International School Policy Guide," which shall amplify and interpret these Bylaws as necessary and codify for convenient reference the policy decisions of the Board. An up-to-date copy of the Guide shall be available at the School for inspection by any member of the Association, and one such copy shall be maintained by the Secretary of the Board. (7, p. 7).

Example 2. The head of the school must provide leadership and initiative in all aspects of school life and program; therefore, he must propose policy development recommendations and plans for the school's future. Policy-making and planning are closely related. Policies which are considered and approved by the board must be compatible with, and must help to realize, those plans for the school's future which the board must also consider and approve.

Accordingly, the head with the assistance of his senior faculty and staff members should propose these policies to the development committee (see the section on this committee earlier in this chapter). The policies should not be merely those required to solve immediate problems, but should constitute a total policy framework which will permit the board to control its work by policy direction. School planning should include detailed long-range academic plans and financial plans which show in detail the staff and resources needed.

Only when the head and his staff propose policies for board consideration, as well as detailed long-range plans on all activities, can a board apply its variety of experience and analytical talents toward considering the major factors affecting the school's future. With this type of staff assistance, a board would be able to spend its time and energy on matters of major importance to the school, rather than on consideration of detail.

When appropriate and feasible, the head of the school should clear his proposals through the appropriate board committees or officers before presenting them to the full board. If this cannot be done, then he should submit a report to the board in advance of its meeting. It is good policy for the head to have all board members posted in advance concerning matters coming up for consideration, even when a board committee has acted favorably on a policy proposal. The more information the board members have before a meeting, the more likely they are to make the best use of their time and to act with good judgment on proposals made to them. (72, pp. 6-7).

2.402 Policy Adoption

Example 1. Policies introduced and recommended to the Board of Education shall not be adopted until a subsequent meeting. Thus, time shall be given to permit further study and also to give opportunity for interested parties to react. However, temporary approval may be granted by the Board of Education in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken. (73, BDC).

2.403 Policy Dissemination

Example 1. This policy manual has been prepared to place in one central publication descriptions of policies, procedures and regulations. It is for the benefit and use of members of the Board of Trustees, Board of Directors, Administrators, and teachers of the Karl C. Parrish School.

The total number of manuals available for distribution is as follows:

a. Board of Trustees	10 Manuals
b. Board of Directors	12 Manuals
c. School Administration	3 Manuals
d. Teachers' Lounge	1 Manual

Any unused copies should remain in the hands of the President of the Board of Directors.

All revisions to the policy manual are to be approved by the Board of Directors. All revisions should be sent by letter to the President of the Board of Trustees before the actual insertion in the policy manual.

The Chief Administrative Officer of the school will be responsible for the preparation and distribution of any particular policy subject, so that all copies of the policy manual are kept up to date.

At the end of the school year all books should be turned in to the Administrative Officer for revision. At the beginning of the school year the Chief Administrative Officer should distribute the books to the authorized recipients.

The Secretary of the Board of Directors will be responsible for receiving the policy manual from outgoing members of the Boards and delivering them to incoming members. (61, Sheet 2).

Example 2. A total of nineteen copies are distributed according to the list below:

12 copies	Members of the Board of Directors
1 copy	The United States Consul in Cali

3 copies	The United States Embassy in Bogota
1 copy	The Director of the Colegio Bolivar
1 copy	The President of the P.T.A.
1 copy	The Teachers' Workroom

The Director of the school shall be responsible for:

A. Making necessary revisions which result from the Board of Director's decisions.

B. Forwarding the revised pages to the holders of each copy of the manual.

The Secretary of the Board of Directors shall be responsible for:

A. Receiving the manual from retiring members of the Board of Directors.

B. Re-issuing the book to incoming members. (57, p. 5).

Example 3. After the written policies are formulated, copies of the policy manual should be distributed to each board member, each staff member in the schools, and to such other interested groups and individuals in the community as the board may wish. (2, p. 7).

Example 4. The Superintendent of Schools is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the administrative rules and regulations needed to put them into effect. Accessibility is to extend at least to all employees of the school system, to members of the Board, and to selected persons in the community. (73, BDD).

2.404 Policy Review

Example 1. A cooperatively developed school board policy handbook is fundamental to good board-staff relationships. Written policies shall be revised regularly, shall be made available to all the school personnel, and shall be used consistently by the board as the basis for its actions. (73, BDE).

Example 2. Communications which relate to additions to or changes of school policy from any formal organization within the school community should be directed to the Board of Governors. Communications relating to the application of current policy should be directed to the Superintendent. (191, p. 52).

Example 3. The board should follow through the policies it has formulated. It will be interested in evaluating how the policies have been executed by the school staff and in weighing the results. Reliance on the school staff for providing evidence of the effect of the policies within the school, and reliance on the staff and community for effects in the community are means whereby boards evaluate policies. (73, BDE).

Example 4. Periodically the head should ask his top staff to prepare a confidential report for himself and the board, evaluating needs and accomplishments in their respective areas of responsibility. He should coordinate these reports and, in his own report, give his views regarding overall accomplishments and plans for the future. Included in each report should be plans for improving any weak spots in the operation and mention of the help that may be needed from other sources. These reports should cover both academic and administrative matters and should be discussed fully by the board. If this device is properly used, it will serve as a regular stocktaking and a frame of reference for both the administration and the board. (72, p.7)

Example 5. It is extremely important for policies to be systematically developed and recorded. Governing boards of overseas schools must also keep firmly in mind that policies are not inflexible. Circumstances change from year to year quite often. If a governing board has the authority to make policy, then it also has the authority to change policy whether it was established by the current board or by a previous one. In fact, a deliberate review of the policy manual should be made from time to time to see whether the policies included there continue to be both relevant and wise. (72, p. 8).

2.405 Policy Voids and Authorization to Act

Example 1. In cases where emergency action must be taken within the school and where the board has provided no guides for administrative action, the headmaster shall have power to act, but his decisions shall be subject to review by action of the board at its regular meeting. It shall be the duty of the headmaster to inform the board promptly of such action and of the need for policy. (29, p. 16).

Example 2. Organization rules may be amended, modified, or repealed by the affirmative vote of eight (8) members of the Board of Directors.

Action on an amendment, modification, or repeal, however, shall not be taken unless notice of the proposed action is given to members of the Board in advance of the meeting at which it is submitted. (11, p. 21).

Example 3. In cases where action must be taken within the school system where the Board of Education has provided no guides for administrative action, the Superintendent of Schools shall have the power to act, but his decisions shall be subject to review by action of the Board of Education at its regular meeting. It shall be the duty of the Superintendent of Schools to inform the Board of Education promptly of such action and of the need for policy. (73, BDG).

Example 4. In the course of operating the school system, there may arise a case wherein action must be taken by the Superintendent and the Board has provided no specific policy to govern the administrative action. In this case, the Superintendent shall have the power to act, but his decision shall be subject to review by the Board at its next regular meeting. The Superintendent, in informing the Board of his action, shall advise the Board of the need for a policy and submit to the Board a proposal in writing for the adoption of a new policy or change to an existing policy. (154, p. 15).

2.406 Suspension of Policy

Example 1. The Board reserves the right to add to, to delete, to amend, or to temporarily suspend any Policy by simple majority vote. (29, p. 1).

2.407 Ethics

Example 1. CODE OF ETHICS FOR SCHOOL BOARD MEMBERS (Modified)

I. As a member of a Board of Education I recognize:
   1. That those I represent have entrusted me with the educational development of the children and youth of this school.
   2. That my first and greatest concern is the best interest of each and every one of these young people without distinction as to who they are or what their background may be.
   3. That my fellow board members and I must take the initiative in helping all the people of this school community to have all the facts all the time about their school, to the end that they will readily provide the finest possible school program, school staff, and school facilities.
   4. That I must never neglect my personal obligation to the school community, or surrender these responsibilities to any other person, group, or organiza-

tion; but that, beyond these, I have a moral and civic obligation which can remain strong and free only so long as schools are kept free and strong.

II. In view of the foregoing consideration, it shall be my constant endeavor:

1. To devote time, thought, and study to the duties and responsibilities of a school board member so that I may render effective and creditable service.
2. To work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate of points at issue.
3. To base my personal decision upon all available facts in each situation; to vote my honest conviction in every case, unswayed by partisan bias of any kind; thereafter, to abide by and uphold the final majority decision of the Board.
4. To remember at all times that as an individual I have no authority outside the meetings of the Board, and to conduct my relationships with the school staff, the local citizenry, and all media of communication on the basis of this fact.
5. To resist every temptation and outside pressure to use my position as a school board member to benefit either myself or any other individual or agency apart from the total interest of the school.
6. To recognize that it is as important for the Board to understand and evaluate the educational program of the schools as it is to plan for the business of school operation.
7. To bear in mind under all circumstances that the primary function of the Board is to establish the policies by which the schools are to be administered, but that the administration of the educational program and the conduct of the school business shall be left to the employed superintendent and his professional and non-professional staff.
8. To welcome and encourage active cooperation by school clientele in the district with respect to establishing policy on current school operation and proposed future developments.
9. Finally, to strive step by step toward ideal conditions for most effective school board service in a spirit of teamwork and devotion to education as the greatest instrument for the preservation and perpetuation of representative democracy. (73, BH).

Example 2. It is expected that each of us is a member of a professional team striving for one goal – the welfare of the child through his school. Information related to a student, a teacher, a staff member, or the school itself is privileged and confidential and, if loosely or unwisely released, could damage our goal. Keep your professional integrity a part of your personal code of honor. (50, p. 7).

Example 3. Discussions before the Board shall be held in complete confidence by individual members and invited guests, both before and after a decision has been taken. (29, p. 3).

3.0 General School Administration

POLICY OUTLINE

3.10 Ethics

3.20 Organization Chart of School

3.30 School Superintendent

3.301 Qualifications
3.302 Duties
3.303 Appointment
3.304 Compensation and Benefits
3.305 Travel Expense
3.306 Professional Development
3.307 Consulting
3.308 Evaluation
3.309 Removal
3.310 Resignation
3.311 Retirement
3.312 Other

3.40 Administrative Salary Schedules and Contracts

3.401 Positions and Job Descriptions
3.402 Recruitment
3.403 Employment
3.404 Assignment
3.405 Transfer
3.406 Separation
3.407 Retirement
3.408 Health Examinations
3.409 Time Schedules and Work Loads
3.410 Non-school Employment
3.411 Consulting
3.412 Professional Leaves and Absences
3.413 Conferences and Visitations
3.414 Sick Leave
3.415 Maternity Leave
3.416 Religious Leave
3.417 Bereavement Leave
3.418 Vacations and Holidays
3.419 Other

3.50 Relations with Parents

3.501 School-Parents Communications
3.502 Other

POLICY QUESTIONS

3.0 General School Administration

3.10 Ethics

3.100 What standards of ethics govern the school. Do personnel have legitimate channels through which questions and problems are treated. Do personnel respect the right of privacy and confidentiality of information available to them as a result of their position.

3.20 School Organization

3.201 Is there a clear-cut organizational chart of the school. Does everyone know who reports to whom; at what levels decisions are made and by whom.

3.200 Does the organization show discrete operating units.

3.200 Are functions and areas of responsibilities clear for each operating unit.

3.200 Are channels of communication established between and among operating units.

3.30 School Superintendent

3.301 What are the minimum qualifications: U.S. certificated, experience, personal, professional, interpersonal, etc.

3.302 What are the specific duties of the Superintendent.

3.303 What are the terms of the Superintendent's appointment. Time specific, continuing, continuing until notification, renewal a year before termination.

3.304 What are the compensation and benefit provisions for the Superintendent. Salary, allowance for housing, tuition for children, entertainment expenses, etc.

3.305 What travel expense is provided. A car and expenses, cost reimbursable, less than 1st class, 1st. class.

3.306 What professional development opportunities should be available to the Superintendent. Regional Association meetings, AASA, AAIE, others.

3.307 Under what provisions may the Superintendent consult for pay. U.S. universities, National Universities, other schools, write and publish. During time not committed to school... vacations, nights, weekends, holidays. How approved or disapproved and by whom on what criteria.

3.308 How, and when should the Superintendent be evaluated regarding his performance.

3.309 How, and under what circumstances may a Superintendent be removed from office.

3.310 How, and under what circumstances may a Superintendent resign.

3.311 What mandatory provisions should be made for the Superintendent's retirement.

3.300 Is the nationality of the Superintendent to be specified.

3.300 What host country laws have to be satisfied. Is a Co-Director required for National programs.

3.300 To whom is the Superintendent responsible. The Board, Founders, or Super-Board, Board President.

3.300 Is there a code of ethics for the Superintendent.

3.300 What shall be the title of the chief officer of the school, e.g., superintendent, headmaster, director, principal.

MAJOR CONSIDERATIONS

3.0 General School Administration

The Board should consider carefully the ethical posture they will follow, and which in turn will influence the school. The transcending consideration is whether the Board views the school and school personnel as a very complex challenge in which normative approaches are followed or as a situation in which coercive means are used. If a professional mode is followed, then the tenor of the school will be in finding, keeping and encouraging continuous improvement of professionals. If subprofessionals are acceptable, then more precise policies and rules become necessary.

The size of the school and the extent to which it will require leadership will influence organization. For example, the less experienced and lower trained teacher will need much more supervision and assistance than the more highly trained and experienced teacher. Indeed, the more elaborate and comprehensive the policy manual, the more administrative time required to manage and monitor the school. Overorganization is as common in ASOS as is underorganization.

Many of the policy categories can be eliminated if the same policies govern the Superintendent and other administrative personnel. The question is what is needed. Probably the most common problem with personnel in ASOS is the potential for professional isolation. The Superintendent rarely has counterparts with whom he can discuss problems and potentials, and most need opportunities for interaction.

The role of parents in any school is crucial. They can be helpful or disruptive. The key is in providing a considered systematic means of getting parent involvement. The line between petty dissatisfaction and input to improve the conditions in the school is a fine one. Parents are rarely objective about their own children; however, they always want the best possible schooling for their children.

SAMPLE POLICIES

3.0 General School Administration

3.10 Ethics

Example 1. A school has a major responsibility in shaping the behavior of children and youth; and all practices and procedures of school administration should reflect the ethics inherent in a free, democratic and just society. Justness, fairness and individual responsibility to oneself and to society are ethical considerations common to all peoples of the world and are learned not only by teaching but also by their observable practice.

———————ORGANIZATION CHART———————→

3.30 School Superintendent

3.301 Qualifications

Example 1. The Administrative head of the system (Superintendent, Principal, etc.) shall have earned a graduate degree from an institution approved by the Association or other Regional Accrediting agencies. Further, he shall have earned at least fifteen (15) semester hours of graduate credit with emphasis on school administration and supervision, either as a part of the master's program or in addition thereto. (24, p. 5).

Example 2. In addition to the educational qualifications as set forth by any state of the United States, the Superintendent.

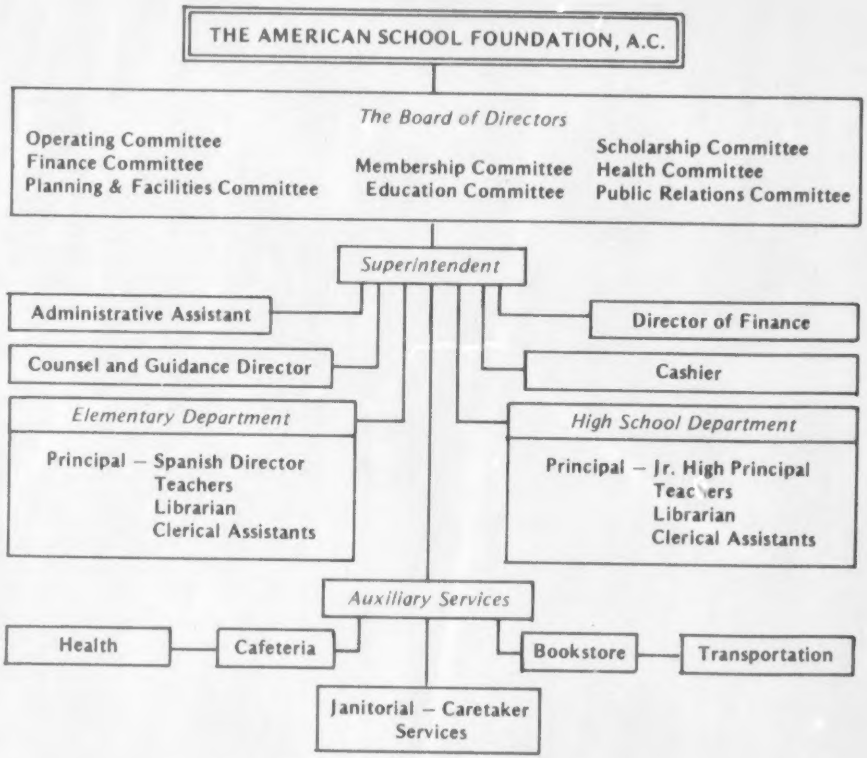
A. Shall have served successfully in a public or private school system for at least two years, a part of which service shall have been in some administrative capacity.

B. Shall have demonstrated such competencies and abilities as distinguish the educational leader. (11, p. 18).

3.20 Organization Chart of the School

Example 1.

ORGANIZATION CHART


THE AMERICAN SCHOOL FOUNDATION, A.C.
The Board of Directors
Operating Committee
Finance Committee
Planning & Facilities Committee
Membership Committee
Education Committee
Scholarship Committee
Health Committee
Public Relations Committee
Superintendent
Administrative Assistant
Counsel and Guidance Director
Director of Finance
Cashier
Elementary Department
Principal – Spanish Director
Teachers
Librarian
Clerical Assistants
High School Department
Principal – Jr. High Principal
Teachers
Librarian
Clerical Assistants
Auxiliary Services
Health
Cafeteria
Bookstore
Transportation
Janitorial – Caretaker Services

(11, p. 17).

Example 3. The Headmaster shall be appointed by two-thirds vote of the Board of Directors for a term and financial contractual agreement mutually satisfactory. The Headmaster shall preferably be an American and shall have graduated from a recognized U.S. institution of higher learning with at least a master's degree with a major in educational administration. He shall have had five (5) years of teaching experience and/or educational administrative experience at the secondary school or elementary school level. (126, p. 12).

Example 4. The Director of the American School of Recife shall be a citizen of the United States of America. He shall have earned at least a master's degree with a major in educational administration. He shall have had at least 5 years experience in teaching and an additional 5 years of experience in school administration. He shall have established himself as a leader in the educational profession. (32, p. 3).

Example 5. 1. The Board should specify the personal and professional qualifications which it feels are necessary for the Director General to have to do the job the Board wants done. These qualifications should include level and kind of experience, age limits, character traits, and both academic and professional training. Salary limits should be specified.

2. It is suggested that the Board as a whole rather than a committee take part in this talk. It is also suggested that the Board secure the advice and help of educators familiar with the evaluation of professional training. The Board should obtain the nomination of a list of candidates from varied sources. The Board should seek out promising candidates and not confine its consideration to voluntary applicants.

3. The Board should require each candidate to supply credentials and references including a college transcript. The Board should verify the credentials. If possible, a Board member should obtain first-hand knowledge of the candidate. (55, p. 6).

3.302 Duties

Example 1. The General Director as the Executive Officer of the Board of Directors is responsible for the implementation of the Policies of the Board of Directors. He is directly responsible to the Board for the organization, operation, and evaluation of the total program. Although the size of the school and the multiplicity of his duties and responsibilities necessitate a delegation of many of these duties to administrative personnel, the final responsibilities remain with the Director. The authorities and duties of the Director include the following:

To put into practice the educational policies of the Board within the framework of the regulations provided by the Board.

To recommend the appointments of all teachers necessary for the proper staffing of the school and to recommend the suspension or discharge of any teacher for cause.

To classify and control the promotion of pupils.

To recommend to the Board suitable courses of study together with proper textbooks to be used in their implementation.

To supervise and direct the work of the instructional staff and other employees of Escuela Americana.

To provide statistical studies and other data such as the Board may require from time to time and to furnish such reports as may be required by the Office of Overseas Schools of the Department of State of the United States, the Southern Association of Colleges and Schools, and any other organization to which such reports may be properly given.

To prepare with the assistance of the Business Manager a budget for the operation of the school. The budget shall contain a detailed report of estimated income and expenditures.

To conduct examinations for students applying for admissions to the school in accordance with the regulations governing admissions of new students.

To investigate all cases of suspension or discipline of pupils which the Principals and Assistant-Principals are unable to adjust and, in the event of his inability to settle the same, refer them to the Board of Directors for final determination.

To assist the Board in all matters pertaining to the general welfare of the school and to perform such other duties as may be assigned to him from time to time by the Board.

To recommend to the Board the appointments of all school personnel and to recommend suspension or discharge for cause (79, pp. 19-20).

Example 2. In the educational field the Headmaster is the responsible official. He has full freedom of action in carrying out these duties so long as his decisions and actions are not contrary to basic policies established by the Board. In carrying out these duties he is responsible for developing an educational program of the highest quality consistent with monetary and physical plant limitations. To this end he shall select and appoint faculty members whose salaries shall be established within the structure approved by the Board; he shall develop curricula and school calendars, administer testing programs, direct counseling, and, except as provided specifically elsewhere in this manual, shall administer discipline to students, faculty members, and employees with respect to their day-to-day performance. He shall consult with the Board appropriately on such of these matters as he deems require coordination.

The Headmaster is also the chief administrative officer of the School. In this role he is responsible to the Board of Directors for full compliance with Board policy on all Administrative matters. (45, p. 4).

Example 3. The Administrator shall be the chief executive officer of The International School, responsible to the Board. His term of appointment and salary shall be determined by a majority vote of the Board.

Subject to policies laid down by the Board, the Administrator shall develop The International School and conduct its program and services. He shall appoint and dismiss locally hired non-professional staff. He shall appoint locally hired professional staff. He shall administer funds in accordance with the approved budget, and executive contractual and financial instruments as authorized by the Board. Appointment of persons in professional positions hired from outside Malaysia shall require approval of the Board. Dismissal of all persons in professional positions shall require approval of the Board.

The Administrator in consultation with the Treasurer shall prepare the preliminary budget document for consideration by the Board.

Except when his employment terms are under consideration, the Administrator shall sit with the Board but shall not vote and shall not be counted to determine a quorum. (99, p. 29).

Example 4. The Director shall serve as the executive officer of the Board and shall be charged with implementing the policies of the Board. He shall prepare the agenda for each meeting, shall attend all meetings except when his employment is being considered and participate in all deliberations of the Board when such deliberations do not involve his employment.

a. He shall administer the school in conformity with the adopted policies of the Board and rules and regulations as set down in the published Constitution.
b. He, with the staff, shall provide a continuous appraisal of all policies originating with the Board.
c. He shall recommend all employees for appointment, demotion, transfer, or dismissal in accord with the policies of the Board.
d. He shall assign instructional and non-instructional personnel.
e. He shall prepare and submit to the Board the courses of duty, the scheduling of classes, and the curricula to be offered in the school.
f. He shall select and recommend for adoption all textbooks and supplementary instructional materials.
g. He shall submit to the Board at least 90 days before the end of the fiscal year an estimate of the expenditures and income for the ensuing year. Using this information, he will prepare and present a budget for adoption.
h. He shall present for the Board's consideration a salary schedule which will conform to the estimated financial resources of the school.
i. He shall perform such other duties as the Board may prescribe. (32, pp. 3-4).

Example 5. 1. The Superintendent shall be expected to appoint, assign, transfer, promote, demote, or suspend employees of the Board, subject to Board approval. All nominations and recommendations for promotion, demotion, suspension, assignment or transfer of employees made by the Superintendent shall be reported to the Board at its next regular meeting and shall stand confirmed unless disapproved by a majority vote of the Board.

2. The Superintendent is responsible for the development of the entire curriculum and activities which shall provide a complete and adequate system of instruction and care for all pupils, and he shall maintain the program abreast of the needs of the community and in keeping with promising developments in education.

3. The Superintendent in cooperation with staff members shall select the textbooks, equipment and supplies to be used in the schools.

4. The Superintendent shall prepare or have prepared the annual budget and the annual appropriation resolution for presentation to the Board for action.

5. The Superintendent shall see that all regulations and orders of the Board are enforced; and he should make any supplementary regulations, not contrary to the rules and regulations of the Board, he may deem necessary for the proper conduct and management of the schools.

6. The Superintendent shall be responsible for the development, maintenance and operation of a suitable program for staff improvement through training and professional participation. For this service he shall be expected, with budgetary limitation, to reimburse school personnel for expenses incurred through attendance at professional meetings, to employ lecturers and special consultants, to grant temporary leave from work, and to develop professional libraries and other facilities as required.

7. The Superintendent with the cooperation of staff members shall be responsible for the development and operation of a program for evaluating the teaching staff.

8. The Superintendent shall be responsible for issuing such publications as are deemed necessary for the effective administration of the schools.

9. The Superintendent shall provide leadership in the development of education specifications before new construction and building improvements are undertaken.

10. The Superintendent shall be responsible for coordinating the efforts of the business office, building principals, and all administrative personnel, and shall give general guidance and supervision in these fields.

11. The Superintendent shall serve directly in the areas of general administration and staff personnel and shall have charge of the administration and supervision of the entire school compound.

12. The Superintendent shall be the professional leader of the Board and of the teaching staff.

13. The Superintendent shall work directly with principals in regard to their building and staff organizations and shall require such efforts as are necessary for an efficient and effective building organization.

14. The Superintendent shall perform such other duties as may be given him by the Board of Education.

15. The Superintendent shall be responsible for scheduling the use of all buildings by outside organizations when such use does not conflict with school activities.

16. The Superintendent shall prepare the school calendar for Board approval at the April meeting. (172, pp. 8-9).

Example 6. The Duties of the Chief Administrative Officer of the School are as follows:

1. Responsibility for carrying out all policies and rules and regulations established by the Board.
2. When matters not specifically covered by Board policies arise, the Chief Administrator should take appropriate action and report such action to the Board at the next meeting.
3. All individuals employed by the Board should be responsible, either directly or indirectly, to the Chief Administrator.
4. To make such rules and give such instructions to the school employees as may be necessary to make the policies of the Board effective He should be authorized to delegate responsibility.
5. The Chief Administrative Officer of the School should be present at all meetings of the Board except when matters pertaining to his re-employment are discussed.
6. To be responsible for preparing and submitting to the President of the Board a preliminary budget for the ensuing fiscal year. (The school fiscal year is from September 1 to August 31).
7. In accordance with policies of the Board, the Chief Administrator should have the authority, within the limits of major appropriations approved by the Board, to approve and direct all purchases and expenditures.
8. To submit to the Board his recommendation for all candidates for employment.

9. To formulate and submit to the Board of Directors policies necessary for efficient functioning of the school staff.
10. To provide professional leadership for the educational system; should formulate educational policies, and should report regularly to the Board of Directors on all aspects for the system's educational program.
11. To formulate and administer means of evaluating the work of each staff member and make his findings available to the Board.
12. To be responsible for the development of, and submission to the Board of Directors, a plan for the maintenance, improvement, and needed expansion of buildings, sites, and other facilities.
13. To serve as a representative of the school before the public and be responsible for developing means of keeping the community informed about the school.
14. To keep a continuous inventory of all property, furniture, materials, and supplies of the school.
15. To prepare an annual school calendar. This calendar will comply with the requirements of accrediting agencies with which the school is associated.
16. To prepare a curriculum for each grade in school and a general program for the whole school. He may consult faculty members concerning this.
17. To formulate and administer a plan for supervision of the school.
18. To act as educational adviser to the Board of Directors.
19. To prepare a report about school progress and achievements and submit it to the Board at the end of each school year.
20. To provide a program of orientation for new teachers and visit each classroom to evaluate the work done by each teacher.
21. To hold teachers' meetings whenever academic or professional problems need to be discussed.
22. To inform the Board of Directors of curriculum trends and recommend changes as he deems necessary.
23. To enforce discipline in accordance with the policy stated in this manual.
24. To be responsible for the overall maintenance and operation of the school plant.

Example 7. The Headmaster is responsible for the relationships of the institution with other American schools, universities, and academic associations. In regard to relationships with the Department of State (Office of Overseas Schools), the Headmaster often is the primary spokesman, but will always insure that such representations have been previously coordinated with the Board of Directors through the President of the Board. Specifically in the matter of preparation of annual requests for grant assistance, the Headmaster and the Treasurer are the primary officers responsible for the preparation of such documents. (75, p. 5).

Example 8. The Headmaster is the key point of contact with parents and students. However, members of the Board of Directors, from time to time, may receive criticisms or suggestions for change in the operation of the school from parents or other interested parties. In this eventuality, Board members shall refer the matter or the person to the Headmaster and shall, in no circumstance, make any commitment which shall be binding upon, or otherwise infringe upon, the Headmaster's responsibility. (75, p. 5).

Example 9. The Superintendent is authorized whenever necessary to select, place, and remove custodians, maintenance men and repair men subject to approval of the

Board at its next regular meeting.

The Superintendent is authorized to represent the Board in any problems of transportation with the transportation contractor. He is authorized to select, place, and remove bus supervisors, change and rearrange bus schedules and, in general, to deal with any problem of transportation.

The Superintendent is authorized to close the schools in any emergency (such as riots, epidemics, acts of God, etc.) which might threaten or endanger the health and safety of school children.

The Superintendent is authorized to select and place Board-approved substitute teachers at his discretion. In an emergency, the Superintendent is authorized to appoint substitute teachers subject to approval of the Board at its next regular meeting.

The Superintendent is empowered to employ and release clerical personnel at his discretion. Compensation of such personnel shall be fixed by the Board upon recommendation of Superintendent. (11, pp. 20-21).

3.303 Appointment

Example 1. The Board shall appoint the Director for a term of no more than 3 years. If at any time his services should prove to be unsatisfactory, he shall be notified in writing and given an opportunity to correct the situation. If the conditions are not corrected he shall be given notice in writing that in 60 days his services will not be retained. (32, p. 3).

Example 2. The Board of Education at a regular meeting held not later than the first day of June of the calendar year in which the term of the Superintendent expires, shall appoint a person with the Board's required qualifications for a two-year term beginning the first day of August and ending on the thirtieth day of June. (With exception to be determined by the Board).

Example 3. The Superintendent of Parents' Cooperative School is an employee of Trans World Airlines/Saudi Arabian Airlines, and is assigned to P.C.S. His initial contract is for two (2) years duration with indefinite renewal by approval of TWA/ Saudia management. (1414, #2111.1).

Example 4. One of the most important functions which the Board of Directors performs is the selection of a Chief Administrator to serve as the educational adviser and executive officer of the Board. It should make every effort to secure the best person for this position that it possibly can.

The following suggestions and procedures will be followed by the Board of Directors for their guidance when seeking a Chief Administrative Officer of the School.

The Board should specify the personal and professional qualifications which it feels are necessary for the Chief Administrative Officer to have to do the job the Board wants done. Salary limits should also be decided upon. A public announcement can be made of the vacancy, if necessary. These specifications should include such items as:

1. Level and kind of experience
2. Age limits
3. Character traits
4. Formal academic and professional training

One of the first steps for the Board to take is to obtain the nomination of a considerable list of possible candidates from:

1. Office of Overseas Schools, Dept. of State, Washington

2. Deans of Schools of Educations
3. Presidents of Teachers Colleges
4. Professors of Educational Administration

Under no circumstances should the Board confine its consideration to those who voluntarily apply, for some of the very best prospects will not apply but must be approached by the Board.

The Board should ask each applicant to supply it with a set of credentials and references including a transcript of his college record. For all candidates who are seriously considered, the Board should obtain supplementary and verification data on its own accord. An interview should be arranged. (61, Sheet 12).

3.304 Compensation and Benefits

Example 1. The salary of the Director shall be determined at the time of issuance of the contract. He shall be granted air fare from his home city in the United States to Recife and return, for himself and his family. An excess baggage allowance of $450.00 each way shall also be paid in transporting him, his family, and a reasonable supply of furnishings and educational materials. He shall be granted compensation to repay him for expenses incurred in the pursuit of his appointed duties.

In addition to his salary, he shall receive the sum of $3,000 per year to defer living and housing expenses. A school automobile will also be made available for the Director's use when not required for school activities. (32, p. 4).

Example 2. Term and salary should be decided when a candidate is employed. Length of contract should be of sufficient duration to assure the stability of the school. Initial contracts are for two or three years subject to negotiation if performance has been satisfactory. The Board should notify the Director General six months in advance of termination of contract.

Salary should be based on the candidate's experience and training, and the size of the school. The following should be considered when setting the Director General's salary.

a. The Director General should receive the largest salary paid in the school.
b. Beginning salary should allow for increments if the Director remains with the school and performance is satisfactory.
c. Salaries paid Directors General in comparable schools should be considered. (55, pp. 6-7).

Example 3. The Superintendent's salary is determined by negotiation between the applicant and the School Board at the time of hiring. All benefits are as provided in the teachers' contracts. (172, p. 9).

Example 4. The term and salary of the Director are two items which must be settled when a candidate is employed.

A contract offer to a Director should be of sufficient duration to assure the stability of the school. A Director's initial contract is normally for a two or three-year period with the understanding that if his work proves satisfactory, his contract will be renegotiated. Except in emergency situations, a board should feel obligated to notify a Director from six months to a year in advance of terminating his contract.

When a board sets the salary of the Director, it should consider the person's experience and training, the number of years he has served in the position, the size of the school, and the quality of work performed.

Some general principles which should be considered when a Director's salary is being set are:

1. The Director should receive the largest salary paid in the school.
2. The beginning salary should allow for increments if the Director remains with the school and his work is satisfactory.
3. The Director's salary should compare favorably with the salaries of other professional men in the community with similar amounts of training and ex-experience.
4. Salaries paid Directors in other schools of comparable size, features and responsibilities should be considered.
5. The extent of the Director's training and experience, the number of teachers and pupils in the school, the number of years the Director has served in his position, and the quality of his work are other factors to be considered.
6. Provision should be made for the transportation of the Director, his family and certain household articles.

The Director as an employee of a school legally established in Colombia, is entitled to the social benefits provided by Colombian law; therefore due consideration should be given and provisions made in the contract for the fulfillment of these requisites. (35, pp. 24-25).

3.305 Travel Expense

Example 1. The Superintendent and other key administrators are expected to maintain active professional affiliations and their transportation and expenses will be paid by the school to attend regional association meetings, meetings in the U.S. and others as appropriate. Limitations are determined by the amount budgeted for this purpose and by the urgency of the superintendent's presence at the school.

3.306 Professional Development

Example 1. School administrators and leaders are expected to have plans for their own continuous professional development. These plans and progress in implementing them will be used as the principal means of evaluating professional development.

3.307 Consulting

Example 1. Administrative personnel are encouraged to engage in outside professional activities which will enhance their professional development. Any consulting arrangements shall not interfere with the administrator's duties and responsibilities to the school. Administrative personnel are limited to consulting activities of 24 days per year. Any exceptions must be approved by the Board.

3.308 Evaluation

Example 1. The following list of characteristics will guide the Board of Directors with the duty of appraising the performance of the Chief Administrator.

1. Reputation as an Administrator
2. Aggressiveness and skill in promoting a workable program for the welfare and continuous improvement of the school community.
3. Personal courage, exercised with appropriate tact, in facing opposition to the school or the school program.
4. Knowledge and appreciation of the value of school funds and the ability to propose educational budgets accordingly.
5. Skill and perseverance in searching for and obtaining well-qualified teachers

and other school employees.

6. Ability to deal democratically and effectively with children and both professional and non-professional employees.
7. A genuine interest in boys and girls.
8. Promptness and skill in keeping the Board and the public informed on what is going on in the school.
9. Tendency to "keep his feet on the ground" regarding educational matters and problems.
10. Capacity for maintaining the respect of teachers, children, and other employees in his school.
11. Ability to work with a high degree of effectiveness in a multi-culture school environment and community is imperative. (61, p. 121).

3.309 Removal

Example 1. Nothing that has been said favorable to long tenure for superintendents should be construed to mean that inefficient or undesirable superintendents should be retained. The board of education is under as great an obligation to get rid of a poor superintendent as it is to acquire and retain a good one. The point is that the reasons for dismissing a superintendent should be sound, fair, logical, and reasonable. (2, p. 37).

Example 2. If a director is not being voluntarily released, a board should have justifiable reasons for releasing him and should be fair enough toward him to tell him frankly why he is being released. Further, if a board is dissatisfied with the performance of a director, or any other employee, he should be tactfully but frankly told so. He is entitled to a clear explanation of the reasons for the dissatisfaction and given chance to correct his work. If, after a suitable period of time, he still does not perform satisfactorily in the judgment of the Board, he should be notified a reasonable time in advance of the Board's intention to terminate his contract. (35, p. 30).

3.310 Resignation

Example 1. The resignation of the Superintendent should be submitted to the Board not later than four months before the end of the school year; other administrators, not later than three months. Failure to notify the Board may result in the loss of permissive benefits.

3.311 Retirement

Example 1. Retirement is mandatory for all administrative personnel at the end of the school year during which they become sixty-five years of age. In certain exceptional cases, administrators may continue past the age of 65 on an annually renewable contract.

3.40 Administrative Salary Schedules and Contracts

3.401 Positions and Job Descriptions

Example 1. (A complete and comprehensive set of job descriptions are available from the American School Foundations of Mexico, Mexico City. Fifty-one positions are described and detailed.)

Example 2. A job description for each position on the professional staff shall be developed listing major duties, line of authority and person to whom the position is responsible. The job descriptions will be presented to the Board by the Superintendent annually for its review. (191, p. 13).

Example 3. The following has been adopted by the Board of Directors as the description for the position of Spanish Program Supervisor:

A. SUPERVISION –

1. Is responsible for the supervision of the staff of the Spanish Program and assists the Director in preparing progress reports on all Spanish teachers.
2. Assists the Director to find qualified candidates for vacancies in the Spanish staff.

B. RELATIONS WITH THE MINISTRY OF EDUCTION –

1. Attends all meetings called by the Ministry of Education and keeps the Director informed of all Ministry decisions affecting the School.
2. Works in close collaboration with the District Supervisor of the Ministry to insure that our Spanish Program fulfills the requirements of the Ministry.
3. Prepares all reports required by the Ministry of Education for the signature of the Director.

C. CURRICULUM DEVELOPMENT AND COORDINATION –

1. In collaboration with the Spanish staff and the Director, prepares a Spanish Curriculum which fulfills the requirements of the Ministry of Education and reflects, to the greatest extent possible, current practices in education in the United States.
2. Assists the Director and the English and Spanish staffs in the articulation of the English and Spanish curricula.
3. Develops a demonstration program which can be offerred for local teachers.

D. ADMINISTRATIVE RESPONSIBILITIES –

1. Assists the Director in the preparation of schedules for classes and parent-teacher conferences and the preparation of School assembly programs.
2. Recommends purchases of new books and educational materials in Spanish and assists with the procurement of materials locally.
3. Carries out other administrative tasks assigned by the Director. (24, p. 44).

3.402 Recruitment

Example 1. The Superintendent shall develop a plan of recruitment to assure that the school at all times is seeking to identify prospective administrators and leadership personnel for the school so that vacancies, when they occur, may be filled with the best possible quality of personnel.

3.403 Employment

Example 1. Without exception, all personnel will be employed on the recommendation of the Superintendent and the approval of the Board.

3.404 Assignment

Example 1. The ASI is a dynamic organization subject to change and development; therefore administrative personnel serve in positions according to the needs of the school at any point in time. Assignments will be made by the Superintendent, with the approval of the Board, according to the needs of the school.

3.405 Transfer

Example 1. Administrative personnel will be transferred to other ASI schools in locations other than the main campus only if mutually agreeable to the Superintendent and the employee and with the approval of the Board.

3.406 Separation

Example 1. In those cases where contracts will not be renewed, administrative personnel will be advised at least two months prior to the end of the school year. An employee may be terminated for cause through procedures which assure due process at any time. Dismissal grounds include moral turpitude, incompetency, immorality, insubordination, or conviction of felonious acts. Any employee notified of separation during the contract period is entitled to a hearing before the Board. The Board acts as the final resort within the non-legal appeal process.

3.407 Retirement

Example 1. Administrative personnel will be employed on annual contracts only after the age of 65; however, retirement from administrative positions is required at age 65 except in extraordinary cases and circumstances.

3.408 Health Examinations

Example 1. The Board encourages all personnel to have annual health examinations; it retains the right to require a health examination if circumstances so warrant.

3.409 Time Schedules and Work Loads

Example 1. Time schedules for ASI personnel correspond with the needs of the school in relation to times when students are present and other times needed for other functions. Time schedules and work loads will be developed to assure that the offices of the school operate as needed to conduct the affairs of the school. The normal schedule is eight hours per day, five days per week except for official holidays. Work loads will be assigned according to the administrative tasks which must be accomplished.

3.410 Non-School Employment

Example 1. All full-time administrative employees of the ASI are expected to devote their time and energy to the school. Any other employment, except that consistent with consulting policies, is prohibited.

3.411 Consulting

Example 1. Administrative personnel will operate under the same policy concerning consulting as does the Superintendent if they are on calendar year contracts with specified and earned vacation. Personnel not on annual contracts are considered to be on leave while not under contract and are therefore limited to not more than 10 days of consulting time during their contract period.

Example 2. All administrative personnel may engage in consultative services only if approved by the Superintendent and the Board.

3.412 Professional Leaves and Absences

Example 1. Administrative personnel of the ASI are encouraged to improve themselves professionally through professional growth and development activities including leaves and absences for advanced study and professional meetings. Leaves for graduate study may be recommended by the Superintendent for Board approval if plans can be made to assure the reasonable continuation of the functions of the employee during his leave. Absences may be approved by the Superintendent. Any leaves or absences which require funds in addition to those budgeted for these purposes must be approved by the Board.

3.413 Conferences and Visitations

Example 1. The ASI is encouraged to develop opportunities for its personnel to improve continuously through affiliations with other schools, groups of schools, and agencies and institutions which serve overseas schools. Personnel are authorized to participate in and organize inter-school conferences and visitations within the limitation of funds which are available for these purposes and with the approval of the Superintendent.

3.414 Sick Leave

Example 1. All administrative personnel are eligible for 10 days sick leave per year with pay, cummulative to 40 days maximum. If sick leave exceeds the number of allowable days, the employee's salary will be reduced by the amount needed to pay a substitute for a period of two months. Sick leave exceeding two months will result in removal from the payroll until the employee returns to work.

Example 2. All administrative personnel are eligible for sick leave under the provisions of host country requirements. The superintendent will cause the requirements, provisions and procedures to be known to all employees.

3.415 Maternity Leave

Example 1. Provisions for maternity leave comply with the National Labor Code.

Example 2. Maternity leave shall be available without pay except that days accumulated for sick leave may be used. There shall be no school-imposed regulations concerning required maternity leave; however, the Superintendent may require that the employee provide the school with a medical doctor's certification that the employee is physically able to work or to return to work.

3.416 Religious Leave

Example 1. Religious leave without pay may be granted by the Superintendent.

3.417 Bereavement Leave

Example 1. Employees are eligible for reasonable bereavement leave with pay upon approval by the Superintendent. If the leave exceeds three days and a substitute is necessary, the employee's salary will be reduced by the amount needed to pay the substitute employee.

3.418 Vacations and Holidays

Example 1. The Superintendent shall establish a vacation and holiday calendar and schedule for administrative personnel consistent with the needs and functions of the school. The school should have administrative personnel available to operate the offices of the school at all times during the calendar year except during official holidays.

3.50 Relations with Parents

3.501 School-Parents Communication

Example 1. The Parent Faculty Association of the American International School of Dusseldorf is a nonprofit, nonsectarian organization open to all parents, teachers and others who have a common interest in good education and concern for children.

The objectives of the association are to promote cooperation between the home and the school, encourage contact among parents (particularly among the different nationalities represented), and to act as a forum for both parents and faculty to discuss issues and make recommendations concerning the education and care of the children.

During the course of the year, the P F A undertakes specific fund-raising projects for the benefit of the school. (168, p. 2).

Example 2. The Director will maintain a roster of parents listing addresses and telephone numbers. This list will not be released for non-school purposes without the express approval of the Board of Directors. (79, p. 56).

Example 3. The following procedures will be followed to resolve complaints and/or charges concerning all activities of the Tehran American School:

1. Persons having complaints, charges and/or grievances involving the Tehran American School will normally bring the matter to the attention of the school Superintendent, or his designated representative, for resolution. Matters of this nature may also be addressed to the School Board President or any member. Such notification is preferred in writing, but may be accomplished through personal contact at any appropriate time.

2. When the Superintendent becomes aware of any complaint, charge and/or grievance concerning the Tehran American School, he will promptly cause sufficient investigation to gain all possible related facts. Matters that in his estimation may have a derogatory effect on the reputation of the Tehran American School will be acted upon in a professional and timely manner. The Superintendent will, within his authority, attempt to resolve such problems to the satisfaction of all concerned. All involved personnel will be informed of the results. Completed or pending actions of this nature will be brought to the attention of the School Board.

3. When a problem is brought to the attention of a School Board member, the member will promptly advise the School Board President. Board members will not initiate individual action. Unresolved matters will be acted upon by the Board of Trustees. (182, p. 15).

Example 4. The PTA at the American School of Guatemala is almost as old as the school itself. Although it has had its ups and downs, generally it has been a constructive force in the school development.

Organization: It operates on statutes drawn up by the PTA and approved by the Board of Trustees. Its function is clearly defined as a cooperating group that has no legal right to a voice in school operation or management. It has a board of directors elected every two years; three members one year and four the next. Each parent has one vote. Monthly meetings are devoted to reports to parents on significant school activities and a tea in the cafeteria. The board of directors meets monthly with the school administration to prepare agendas and to plan activities: lectures, parent visitation, evening concerts or demonstrations, etc.

Functions: The PTA attempts to stimulate interest on the part of the parents in the school. It tries to explain school activities to parents. It reports to the administration the complaints that are voiced by parents. It encourages parents to visit school and to take up their problems directly. It makes it clear to parents that the

PTA is not a collective bargaining agency for the parents. The PTA board occasionally asks the school administration to call a meeting of parents to receive information on specific points or activities. The PTA arranges for time during which teachers will be available to parents individually or in groups, usually once a month before the PTA meeting which is at 4:15 P.M. the first Monday of each month.

Specific projects: The biggest project the PTA has undertaken was the financing of the school swimming pool, a three-year project costing $20,000. Each year it helps the teachers and students present the charity festival through which the school, by devoting one full day to a festival for charity, concentrates its charity drive to one day and eliminates the frequent disturbing fund-raising activities. It conducts a snack bar at recess periods every day of the year and devotes all profits to purchase of school equipment and to provide an annual donation of $1,000 for scholarships.

A PTA can be a constructive force if its role is carefully defined and if it receives active guidance from school authorities. (84, pp. 36-37).

Example 5. If parents or other adults wish to visit classes they are requested to notify the office of the date and time prior to the visit for school authority approval.

All student visitors must be approved by the Principal. (The practice of students' guests is to be discouraged whenever possible.) (99, p. 20).

Example 6. The Board encourages parents and teachers to support the school and authorizes the following organization.

Article I – Name

The name of the organization shall be the Parent-Teacher Association of the Colegio Panamericano.

Article II – Purposes

I. To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the children.

II. To mobilize the skills and energies of parents and teachers in enriching and supplementing the school program.

III. To encourage and stimulate the participation of all parents in the activities of the school.

IV. To help parents understand the educational objectives, policies, and methods of Colegio Panamericano.

V. To make the teachers feel welcome, help them get settled and acquaint them with the resources of the community.

VI. To encourage parents, teachers and students to take advantage of educational and cultural affairs of the community.

Article III – Policy

This association shall not seek to direct the administrative activities of the school or control its policies.

Article IV – Membership and Dues

I. Any person interested in supporting the objectives of the PTA of the Colegio Panamericano may become a member upon payment of dues.

II. Annual dues shall be $25.00 per family. Individual teachers or parents shall pay only $12.50.

Article V – Officers

The officers of this association shall be the President, Vice-President, Secretary and Treasurer.

Article VI – Executive Committee

The Executive Committee shall consist of the elected officer, Chairmen of Standing Committees, the Director of the school and Faculty Representative.

Article VII – Amendment

This constitution and its Bylaws may be altered or amended by a two-thirds vote of the members present at any general meeting of the PTA. Members must be notified of the proposed change at least one week in advance of the meeting.

BYLAWS

Article I – Duties and Responsibilities

I. Executive Committee:

A. The Executive Committee shall be the governing body of the association.

B. The Executive Committee shall initiate and carry on programs and activities to implement the purposes of the association as stated in Article II of the Constitution.

C. Funds necessary to carry out these programs will be derived from PTA dues; other school needs may on occasion be met by the Executive Committee through certain fund-raising activities. The dispersal of these funds shall be the responsibility of the Executive Committee. The expenditure of an amount in excess of $5,000 shall be carried by a majority vote. Members must be notified of the proposed vote at least one week in advance of the meeting.

D. If an office falls vacant between annual elections, the President shall appoint a replacement with the approval of the Executive Committee.

E. If an officer or Committee Chairman fails to attend three consecutive meetings of the Executive Committee, he will be replaced by the President with the approval of the Executive Committee, and so notified.

II. Officers:

A. The President shall preside at meetings of the PTA and of the Executive Committee; shall appoint Committee Chairmen; shall be an ex-officio member of all committees, except the Nominating Committee, with power to appoint a representative; shall prepare an annual report to present at the final meeting of the school year.

B. The Vice-President shall assist the President and in his absence perform all the duties of that office; shall fill the unexpired term of the President in case of a vacancy; shall be responsible for the monthly programs of the PTA.

C. The Secretary shall be responsible for keeping minutes at the meetings of the Executive Committee of the PTA and of regular meetings by request of the President; shall maintain files and records; shall notify the members of the Executive Committee of meetings; and shall notify association members of the PTA meetings.

D. The treasurer shall maintain the fiscal records of the PTA; shall receive and disperse all funds; at the end of his term of office shall prepare a complete financial statement.

III. Standing Committees: (Chairmen appointed by the President)

A. *Hospitality:*

Responsibilities: To meet new teachers and help them find housing, furnishings, etc.; to show them where to shop; to help them find a maid if necessary; to find families willing to "sponsor" each new teacher or teacher family upon arrival; to be available to the teachers for help and advice throughout the year; to keep teachers informed as to community events and activities; to encourage families to invite teachers into their homes.

B. *Publicity:*

Responsibilities: To prepare the annual PTA handbook to be distributed at the beginning of the school year; to keep parents informed of the activities of the school and PTA through the publication of a monthly newsletter; to see that local papers receive information on the activities of the school and the PTA.

C. *Cooperative Program:*

Responsibilities: To investigate each year the ways in which the cooperative program of volunteer helpers can best assist the staff of the school; to plan and direct the program of volunteer assistance; to publicize the purposes of the program; to recruit volunteer helpers from among the parents and any other persons willing to help.

D. *Room Mothers:*

Responsibilities: To appoint two-room mothers for each class up to 7th grade; one-room mother for each class 7 through 12; to direct their activities in providing parties for the children; to help with certain PTA functions such as potluck suppers and bake sales; to contact parents by phone when necessary. (Note: Traditionally, One-Room Mother Chairman is American; one, Colombian; and there is an American and a Colombian-Room Mother for each class through 6th grade.)

E. *Special Committees:* These committees shall exist only as long as there is a need for them; additional special committees may be appointed by the President with the approval of the Executive Board, or abolished in the same manner. Their chairmen are not regular members of the Executive Committee but are welcome to attend Executive Committee meetings. Each chairman shall prepare a brief annual report to the PTA president at the conclusion of his term of office.

A. *Membership:*

Responsibilities: To conduct an active campaign for membership; to collect annual dues; to maintain a list of members; to contact the parents of new children in the school to inform them of PTA and to invite their membership and participation in school activities; to turn over the names of new parents to the Chairman of the Cooperative Program.

B. *Library:*

1. Composition: Shall consist of the Director, Faculty Representatives, members of the volunteer library staff, and professional librarian.
2. Responsibilities: To investigate and consider the needs of the library; to use the resources of the community whenever possible to meet these

needs, including encouraging parents to donate books and magazine subscriptions; to keep a financial record of library expenditures; to endeavor to improve and augment the library facilities as rapidly as possible; to maintain a program of volunteer staffing of the library as long as necessary; to assist the faculty with special library projects; to handle any problems arising in the library.

C. *Testing and Guidance:*

1. Purpose: In the absence of the professional testing and guidance worker, certain mothers assist the Director in providing a program of testing and counselling. (Colegio Panamericano).

Example 7. A Student-Parent-Teacher Agency was formed in the 1970-71 school year, to provide extracurricular and enrichment programs for everyone. While the SPTA was formed with the idea of having a traditional PTA organization, it was decided that makeup of the Student Council and the Board of Directors filled the need for administrating, debating, and making school policy. Also, because of the Malaysian Law, the SPTA may function only as a standing committee of the Board of Directors.

The SPTA is therefore strictly a voluntary organization of Working Committees formed as requested and needed. Each Working Committee has its own chairman and own guidelines and works independently in whatever way needs indicate. There are two overall coordinators of the SPTA, whose job it is to keep channels of communication open, solicit voluntary help when needed, and to keep the organization functioning as a unit despite its disparate nature. The coordinators are chosen by a nominating committee made up of a nominator from each working committee, and their selection is approved by the Board of Directors. Each committee assesses its contribution to the school program at the end of the school year, at which time new or continuing coordinators, committees, or committee heads are chosen. Some of the clubs and services offered by the SPTA are:

Bowling
Scouting
Music
Transportation
Library Assistance
Resource Center
Room Mothers
Hospitality

Parent Newsletter

The SPTA mails a monthly Newsletter to parents keeping them informed of school activities and events of interest. (99, p. 21).

Example 8. Parents may visit the school at any time to observe classes and other activities. The visitors, however, are not permitted to do the following:

A. To talk to the teacher or the students during a class
B. To go into classrooms accompanied by children
C. To smoke in the corridors and classrooms
D. To bring animals to school. (25, Sec. 8, p. 1).

Example 9. The Board encourages the forming of an organized parent-teacher association, believing that organization, with the strength of its national program, gives much assistance to parent participation in school affairs.

Relations with the Board

Parent-teacher association representatives are encouraged to attend regular and special Board meetings.

The Board acknowledges and cooperates with other community

> groups interested in children and youth.
>
> *Cooperation of School Personnel*
>
> Teachers, administrators and other staff members are encouraged to take an active part in the parent-teacher association. At no time, however, should this participation impinge on the primary duties and responsibilities of school employees. (191, p. 50).

Example 10. Parents who have concerns about a student's progress in school are urged to contact the student's teachers directly. Special problems related to guidance and counselling might be discussed with the student's counsellor or School Psychologist.

Questions of a more general nature concerning the operation of the student's school and its programs may be discussed with the school Principal.

The Superintendent is available to discuss questions concerning the general operation of the Singapore American School or school policies. (191, p. 49).

Example 11. In the interest of good public relations, the distribution of literature requires good judgment. Materials for use in the classroom or for distribution through the school must be non-controversial. All materials which are provided by any non-school organization, and which are to be sent home by the pupils, must have prior approval of the administration. (138, p. 29).

4.0 Fiscal Management

POLICY OUTLINE

4.10 Annual Operating Budget

- 4.101 Fiscal Year
- 4.102 Deadlines and Schedules
- 4.103 Preliminary Adoption Procedures
- 4.104 Final Adoption Procedures
- 4.105 Encumbrances
- 4.106 Periodic Budget Reconciliation
- 4.107 Line Item Transfer Authority
- 4.108 Authorizations
- 4.109 Other

4.20 Depository of Funds

4.30 Bonded Employees

4.40 Accounting and Reporting

- 4.401 Local School Accounting and Reporting
- 4.402 Financial Reports
- 4.403 Inventories
- 4.404 Audits
- 4.405 Checking Accounts
- 4.406 Authorized Signatures
- 4.407 Petty Cash Accounts
- 4.408 Payroll Procedures
- 4.409 Pay Day Schedules
- 4.410 Salary Deductions
- 4.411 Expense Reimbursements
- 4.412 Purchasing Authority

4.413 Purchasing Requiring Board Approval
4.414 Bids and Quotations Requirements
4.415 Purchase Orders
4.416 Vendor Relations
4.417 Cash in School Buildings
4.418 School Properties Disposal Procedures
4.419 Loans and Advances to Employees
4.420 Other

4.50 Tuition and Other Fees

4.501 Registration
4.502 Tuition by Grade and Schedule of Payment
4.503 Book Fees and Rental Fees
4.504 Special Fees for Laboratories
4.505 Other Fees
4.506 Scholarships
4.507 Non-payment
4.508 Refunds
4.509 Other

POLICY QUESTIONS

4.0 Fiscal Management

4.10 Budget Procedures

4.101 What are the beginning and ending dates of the fiscal year. What different fiscal years for what budgets.
4.102 What are the deadlines for preliminary and final draft budget.
4.103 What are the preliminary adoption procedures.
4.104 What are the final adoption procedures.
4.105 What funds can be encumbered under what circumstances.
4.106 When and how should the budget be periodically reconciled.
4.107 What provision should be made for reallocating funds from one line-item to another. Should the Superintendent be authorized to do this. Within constraints, e.g., a percentage. Without constraint.
4.100 What is the cycle of the budgetary process... 1 year, 2 years, 1½ years.
4.100 What accounting method should be used.
4.100 What provision should be made to control funds for specific allocation... e.g., line-item.
4.100 Who is responsible for budget preparation, adoption, and administration.
4.100 Is the budget prepared in U.S. dollars, in local currency, in both.
4.100 What should be the debt limitation.
4.100 What are the sources of revenue.
4.100 What provisions are made for additional revenue in case of a deficit.
4.100 Under what circumstances can additional revenue be solicited or borrowed.
4.100 What types of budgets should there be... estimate of revenue, capital outlay, general operating, etc.

4.100 How does the budget have to conform to host country laws and to U.S. requirements.

4.100 What provisions are made to assure the integrity of financial procedures. Can the same person order, receive and authorize payment for goods or services.

4.20 Where should the school funds be deposited. Are regulatory provisions in effect by National government. Are accounts in more than one currency. Are accounts rotated from bank to bank.

4.30 Bonded Employees

4.301 Which employees and Board members should be bonded. For how much.

4.40 Accounting and Reporting

4.401 Are schools within the ASOS authorized to establish their own accounts, and if so what accounting and reporting is appropriate. For separate lunchrooms, school annual, materials and supplies, high school Booster's Clubs.

4.402 How many sources are there for financial reports. What should the report include. What is reported to the Superintendent, to the Board, to both.

4.403 Shall inventories be maintained and reported. Do purposes include control of loss, reporting loss on balance sheets, maintaining a system to assure balanced purchasing. How many inventories and for what purposes... cafeteria, books, expendable supplies, equipment, instructional materials

4.404 Should auditing be done by school personnel, by a Board member, by outside auditors, or by all or some of these. How often and when should auditing be done. Should each school fund have a separate audit, and if so, are conditions different for different funds.

4.405 Shall one bank be designated as the depository for all school funds. What kinds of checking accounts are needed for the school's operation, e.g., dollars, local currency. Will a bank outside of the country be used for certain funds, e.g., for payment to U.S. book publishers. Are there any legal restrictions which govern checking accounts.

4.406 Whose signature should be authorized for checking accounts. Are enough authorized to assure availability but not so many that control is reduced. Is this an internal function or is a board member involved.

4.407 Are petty cash accounts needed and if so how many, for what purposes, under whose control and with what controls. Is there a maximum amount that can be kept in petty cash accounts.

4.408 What schedules of payment to employees are desirable; are required by law. Are academic year salaries to be paid equally during the academic or the calendar year. Are there tax advantages or disadvantages. Do payrolls include payments other than salary required by law, e.g., a bonus.

4.409 What pay day schedules are needed or are required.

4.410 What salary deductions are to be made. Which are required by law, e.g., income tax, social security. Which are by non-optional board policy, e.g., a retirement plan. Which are permissive at option of employees, e.g., medical. Are any required by collective agreements, e.g., dues.

4.411 What kind of expenses under what circumstances are to be reimbursed and with whose approval. Can a teacher buy a package of art construction paper and be reimbursed. Are expenses reimbursable on the basis of expenses incurred or is there a limit, e.g., hotel bills and meals. Is there a standard form and a standard operating procedure. At what levels are approvals needed... to incur expense and to reimburse.

4.412 Who has the authority to purchase at the school level. Teachers, principals, class officers, club presidents. Is purchase on behalf of school or the person purchasing (who can incur a school obligation).

4.413 What purchases require the approval of the board. A dollar limit such as anything over $500. A category restriction such as any capital expenditure. Any exceptions to the line item budget which utilizes funds for purchases originally intended for other categories.

4.414 Are bids and quotations required for certain kinds of expenditures. Which ones and under what circumstances.

4.415 Are purchase orders required for all purchases. Is the purchase order designed to assure availability of funds and appropriate levels of approval.

4.416 What relations are maintained with vendors. What is the appropriate relationship. Are certain vendors to be given preference. Why and under what conditions. Is the principle of obtaining the best product at the lowest cost to the school to be followed.

4.417 Are there to be policy restrictions on the amount of cash kept in the school... central office, principal's office, teacher's desk, by lunchroom manager, bookstore head. What are the safeguards re theft, loss, and temptation.

4.418 What procedures are to be followed in disposing of school properties. Who decides when something is to be discarded, given away, sold, auctioned. Are there legal constraints or considerations.

4.50 Tuition and Other Fees

4.501 What is the purpose of the registration fee. To hold a place, to permit forward planning for curriculum and number of sections. A non-returnable fee to generate revenue, a reflection of actual cost. To preclude loss of funds committed as a result of registration. The treatment of all or part of these should determine the amount of the fee, when it is paid, and if it or part of it is refundable.

4.502 To what extent does tuition cover the cost of operating the school. Are costs different for different levels, different grades. Do differences in cost result from salary schedules, size of sections, scope of curriculum, additional services. Does it cost more for the eleventh grade than it does for the eighth grade. Should there be a discount based on the number of children in school from one family, i.e., a family rate; on what basis... cost, hardship. Are a certain number or percentage of tuition "scholarships" provided; if so, based on legal requirements, school personnel benefits, school provided... based on need or scholarship. A combination of all of these. What should be the tuition charges by grade or level based on these factors. Should an additional charge be made to provide for contingencies or reserves. What is the schedule of payment for tuition. Is the obligation by the month; by the semester, by the academic year. Are payments for a month, a semester, a year. Do late entrants pay for the total month, semester or year or for the time enrolled. Are refunds made for early withdrawals.

4.503 Does the school provide books at cost to the pupils. Are they sold or rented. Should the published cost be contingent upon actual cost or adjusted from year to year consistent with overall cost. How are pupils encouraged through economic penalty to cause no more than normal use damage to books.

4.504 Are extra fees paid for activities or courses which require extraordinary expense, such as art, chemistry, music, industrial arts, band, etc. Are charges based on actual cost or average cost.

4.505 Are fees structured to cover the cost of operation or is capital expenditure included. Are fees, bond purchases, share purchases, required to cover plant and major equipment depreciation. Is the plant paid for by donations, grants, special fund raising or assessments. How is it expanded. Are new construction costs covered by loans. How will current facilities be replaced. Should each enrollment each year provide revenue for debt service, bond retirement. Should short term residents have the option of required bond purchases or a fee to retire bonds. Is a portion of income to the school, regardless of source, dedication or pledged to debt service or bond retirement.

4.500 Should there be one inclusive fee for all categories of charges or separate fees. If monthly payments for semester obligations are allowed, is interest charged.

4.500 What legal considerations apply to the collection of fees and expenditures. Does the school have a "profit," a surplus, a depreciation reserve. Are all surplus, reserves, etc. consistent with requirements for non-profit organizations.

MAJOR CONSIDERATIONS

4.0 Fiscal Management

The level and nature of fiscal management in ASOS in general varies significantly, as they should. The schools, in most cases, do have a few common characteristics which influence fiscal management: (1) revenues are generated primarily from tuition and fees, (2) external reporting is limited largely to demonstrating their non-profit nature, (3) accounting procedures are designed to comply with external requirements which are unrelated to expenditure of "public" funds, (4) contract and grant administration of U.S. or other government funds usually is not integrated into school accounts, and (5) accountability and fiscal responsibility usually are functions reported to internal groups that are directly responsible for the school (boards, trustees, founders, parent cooperatives, and so forth). The ASOS also have many differences which influence fiscal management: (1) size, (2) competency of administrators, (3) complexity of requirements relating to local regulations and law, such as personnel, benefits, taxes and mandated participation in government programs, and (4) availability of expert help on the board.

The ASOS Board and Superintendent need to make several policy decisions about the scope of financial management most appropriate for the school for which they are responsible. This may range from a highly sophisticated system* with several employees to an economical but adequate system** with one person and perhaps an assistant. The minimum system should accomplish the following: (1) cover a financial plan of operations, (2) assure fiscal integrity, and (3) provide required planning and decision-making information within a reasonable time. In order to do this, four basic functions must be maintained: (1) accounting, (2) management reporting, (3) future forecasts, and (4) costing and related matters. A more elaborate system will include: (1) classification of accounts, (2) accounting for cash funds, (3) accounting for revenues and receipts, (4) purchasing, (5) encumbrance systems, (6) disbursement systems, (7) payroll, (8) inventories, (9) fixed assets, (10) accounts receivable, (11) indirect costs, (12) cost centers, (13) budgeting, (14) endowment funds and investments, (15) transportation, (16) admissions and (17) financial reports and statements.

The board faces several decisions with many alternatives in the policy area of fiscal management. Selected considerations follow.

Concerning budget procedures, the major considerations are: (1) if the school will have one or more budget years and if the budget year will include a full school year, (2) the extent to which the Superintendent will be responsible for preparing and administering the budget and the latitude he will have in adjusting it, and (3) (perhaps of greatest importance) in stating a policy which clearly places the responsibility for financing the school on the Board.

Many fiscal management decisions in ASOS are made on the basis that the schools are consistently underfinanced. Financing the schools ranges from a firm line policy that asserts the cost of the program will be divided and parents will pay their share if they contract for it, to a soft line that places no obligation on the parents except the payment of a predetermined tuition rate. The vast majority of ASOS are in the second category.

Many ASOS rely heavily on free assistance from parents and patrons in the area of financial management. This ranges from bookkeeping to auditing. In some cases a board member actually serves as the fiscal officer for the school. The first consideration in fiscal management is to determine if school employees responsible to the Superintendent will manage the financial affairs of the school or if certain services will be provided otherwise.

A common goal for all ASOS is to assure the fiscal integrity of the school both for the protection of the parents and the employed. If there are proper checks and balances, little participation by the Board is needed or desirable. For example, the same person should not authorize purchases, order, receive and pay for goods or services.

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*An example is the American School Foundation (ASF) of Mexico. The publication *Manual of Accounting and Related Financial Procedures*, available from ASF is an excellent model.

**An excellent example is the American School of Salvadore, Brazil. The system is described in some detail by Ian Scott in an unpublished presentation prepared for AASSA in 1975 at Montevideo.

Tuition is always a major consideration. If the school views itself in competition with other private schools it indeed must compete. If it views itself as a unique entity, then tuition is viewed differently. The evidence in most cases is that tuition can range upward from $1,000–$1,500 with little influence on enrollment. The exception is in schools with a very low percentage of U S. children.

Sooner or later, schools must pay for what they spend. The cost of capital expense is rarely reflected in fees which are charged. This may be good or bad according to plans and potentials for new building and other capital expenditure.

Tuition scholarships for professional employees may be viewed as a fringe benefit for all employees or as a cost of living differential for imported personnel. If boards treat import employees unfairly, schools tend to have high personnel turnover. There should be serious discussions about the difference between equality and equity.

SAMPLE POLICIES

4.10 Annual Operating Budget

4.101 Fiscal Year

Example 1. The fiscal year of the school shall begin on July 1 and end on June 30. Grant or contract funds for a fiscal year which differs from the school fiscal year shall be reconciled.

4.102 Deadlines and Schedules

Example 1. The Headmaster is responsible for preparing the annual budget for the consideration of the Board no later than May. (29, p. 38).

Example 2. The Superintendent shall present a preliminary budget to the Board in January for the proximate fiscal year with the primary purpose being board authorization to recruit and select personnel for the forthcoming year. A final budget will be presented no later than April preceding the fiscal year.

4.103 Preliminary Adoption Procedures

Example 1. The budget is a financial plan, and proposals for new or expanded programs or other expenditures may be adopted on a preliminary basis contingent on increased funding. Commitments may not be made on preliminary adoptions until funding is assured. Primary sources of additional funding are tuition increases, gifts, grants and contracts.

4.104 Final Adoption Procedures

Example 1. Each year a calendar for the adoption of the budget will be presented to the Board for its approval.

1. The adoption process will include presentation and discussion of a preliminary budget.
2. Presentation of a tentative budget by the Superintendent.
3. The Board's approval of a tentative budget.
4. Public hearing on the budget.
5. Final formal adoption of the budget for the year.

During the process of the various presentations, reviews and adoptions, it is anticipated that revision and refinement of the budget items will take place. The budget is a planned-for expenditure of funds to carry out the school's educational program; therefore, flexibility and ease of modification are important in budget administration. (191, p. 55).

Example 2. The final adoption of the school budget authorizes the Superintendent to expend and commit the resources provided; therefore the adoption of the budget shall be a formal act by the Board which culminates the planning cycle.

4.105 Encumbrances

Example 1. All appropriate accounts will be encumbered at the time commitments are made by the school. An account may not be encumbered without the approval of the Superintendent or his designee.

4.106 Budget Reconciliation

Example 1. The ASI plans its budget based on the best information available prior to the actual receipt and expenditure of funds; nevertheless several exigencies... such as unanticipated decrease or increase in enrollment... require that the budget be reconciled with actuality. The Superintendent shall regularly and systematically report to the Board any circumstances which may alter appreciably the budget and recommend any reconciliations which are needed. Reports shall be presented at least each quarter but additionally as circumstances warrant.

4.107 Line Item Transfer Authority

Example 1. All transfer of funds among major categories of the budget shall be approved by the Board. Minor changes within budget categories may be accomplished with approval of the Superintendent. (191, p. 55).

Example 2. Recognizing that budget appropriations must be adjusted to meet unforeseen situations and changing conditions, the Director and General Administrator may transfer amounts needed from one budget appropriation to another.

a) The Director will provide a report to the Board justifying all such transfers.
b) The Director and the General Administrator will jointly determine, at their own judgment and discretion, which appropriations can be affected for increasing another.
c) Only when a budget appropriation is apparently in excess of requirements for the current year, can it be decreased for transferral to another category. (81, #3160).

Example 3. The Superintendent is authorized to effect line item budget transfers from one major category to another if the transfer is 10 percent or less of the budget category and as projected excess is available; otherwise Board approval is required.

4.108 Authorizations

Example 1. The annual operating budget must be approved by the ASI Society of Parents. The Board will present the budget for approval to the Society in January prior to the school fiscal year.

4.20 Depository of Funds

Example 1. The school board shall designate banks as official depositories for school funds each year for both local currency and dollar accounts. Selection of depositories will be based on the best financial advantage for the school, including rate of interest paid on short-term certificates of deposit.

4.30 Bonded Employees

Example 1. All employees who handle school funds shall be included in a blanket fidelity bond which will indemnify the school against loss. School employees who handle school supplies and property shall be included in the fidelity bond. (191, p. 62).

4.40 Accounting and Reporting

4.401 Local School Accounting and Reporting

Example 1. There shall be one school fund, and all accounts shall be deposited into this fund. Individuals shall receive periodic reports on the status of the category of the budget which they need to know about including instructional supply category status for school principals, Booster Club, cafeteria, school annual, etc.

Example 2. Accounts other than those included in the official school budgets will not be co-mingled. Separate accounts which are maintained for special purposes shall be kept in accordance with general accounting procedures and methods. The creation of any separate account on behalf of the school shall require the approval of the Board and any expenditure must be approved by the Superintendent.

4.402 Financial Reports

Example 1. The Superintendent shall report quarterly to the Board the status of all funds and accounts maintained by the school. Additionally, an annual report will be made.

Example 2. Periodic reports shall be submitted to the Board by the Superintendent, for incorporation in the minutes, on the current status of all accounts directly maintained by the school.

The Board will receive monthly and/or quarterly financial reports as necessary to keep them adequately informed on the financial status of the school.

A monthly summary of all cash collections and cash disbursements will be presented to the Board.

All offers of gifts, cash, or materials will be reported to the Board for appropriate action. Gifts accepted by the Board will be considered school property to be used for the benefit of the pupils of the school.

Reports on use of school facilities by outside organizations will be made.

Reports on inventories of equipment and supplies will be made to the Board.

All school financial transactions will be recorded in reports and entered in the minutes of the Board. (191, p. 56).

Example 3. The Headmaster shall have prepared for the Treasurer each month an operating report in which actual expenditures are compared with authorized budgeted amounts. (29, p. 39).

Example 4. The Board shall provide for and insist upon good financial accounting in all phases of the school. A Board cannot make intelligent decisions concerning the school without having accurate financial data, which can come only from an adequate accounting system. Also, an adequate accounting system is demanded to meet the legal requirements for auditing. (35, p. 41).

4.403 Inventories

Example 1. A centralized system which will assure the proper storage and accounting of all supplies, materials, and equipment will be maintained.

The Business Office will be responsible for the accounting of stores and property inventories. (191, p. 56).

Example 2. A warehouse system including receiving, storing, and distributing of supplies, materials, and equipment, will be maintained. Standard lists of school supplies will be maintained and made available to all concerned personnel.

> All items purchased shall be delivered to the Supply Room at the King's Road campus. No deliveries shall be made directly to individual staff members or schools.
>
> A perpetual inventory shall be maintained on all stock items stored in the central store rooms.
>
> Inventories will be safeguarded against all types of casualty losses.
>
> Inventory records of supplies and equipment which make possible intelligent purchasing and satisfactory adjustment in case of casualty loss will be maintained (191, p. 59).

Example 3. The school warehouse shall maintain an inventory of instructional, custodial, and maintenance supplies in order to more readily meet the needs of the school program. The school shall utilize an inventory card system in order to determine, maintain and evaluate necessary minimum inventory amounts for each stock item. (191, p. 60).

Example 4. *Inventories:* Teaching aids and audio visual materials are checked out through the EMC as part of its regular service.

Classroom libraries are inventoried and distributed through the regular Department Library. All classroom libraries must be duly catalogued through the main library, then books checked out on long-term loan to the teacher for the classroom library. Books cannot belong to a "class," even though purchased by students for their own room. They must become school property, be duly catalogued and handled as such, then checked back to the class for its long-term use.

In the elementary school: sets of books and workbooks are checked out through the School Textbook Clerk, who keeps an inventory of all books on loan.

The EMC keeps an inventory of these special materials which go out on loan: kindergarten toys and equipment, musical instruments, books, records and other teaching aids.

In the high school: The following classes are required to keep a complete card inventory of their expendable and nonexpendable materials: Art, P.E., Shop, Home Economics and all Science classes. They are responsible to Department Principal and to Curriculum Coordinator for these inventories and for purchases made under their special Laboratory Fee budget. Money coming into the school from these fees is put into the general school fund and purchases are made only on the basis of need, not on basis of amount of fees collected.

The EMC inventories and lends sets of supplementary books used in classes throughout the high school. (20, p. 24).

4.404 Audits

Example 1. An authorized public accountant or a firm of authorized public accountants, shall contract to make an examination of all financial books and documents of the Association, and to render its report within 60 days of the end of the fiscal year.

The report rendered pursuant to the requirements of the previous article shall be placed at the disposition of the members of the Association. (46, p. 5).

Example 2. The Auditing Committee:

(1) The Auditing Committee consists of three members (auditors), who are elected by the General Assembly in May of each year from among the ordinary members. The auditors may not be simultaneously members of the Executive Board.

(2) The term of office of the auditors begins after election by the General Assembly and ends after discharge by the General Assembly and election of the new Auditing Committee. Retiring members of the Auditing Committee may be re-elected.

(3) The auditors elect from among themselves a Chairman and Deputy Chairman.

(4) The auditors have an ordinary meeting once during each quarter year. An extraordinary meeting is held when such is considered necessary by the Chairman of the Auditing Committee or is the subject of a written request, with the indication of reasons, addressed to the Chairman by one of the auditors. In the latter case, the extraordinary meeting is to take place at the latest within fourteen days of receipt of the request.

(5) The Auditing Committee reviews the conduct of the financial affairs of the Association on a continuing basis and examines the annual financial statement. The Auditing Committee is entitled at any time to examine the correspondence, the books, and other documents of the Association and demand explanations. It must report its findings to the General Assembly.

(6) The provisions of Article II, paragraphs (4), (6), (7), and (8) shall apply, wherever appropriate, to the Auditing Committee. (7, pp. 9-10).

Example 3. An annual audit of all school funds and accounts shall be made by a certified public accountant and reported at the Annual General Meeting. (191, p. 56).

4.405 Checking Accounts

Example 1. Checking accounts may be established only with the approval of the Board.

4.406 Authorized Signatures

Example 1. All checks drawn on the school must be signed by at least two people designated by the Superintendent.

Example 2. All checks must be signed by one school official and the Treasurer of the Board.

Example 3. Authorized signatures for school checking accounts must include the signature of one person from each of two groups: (1) Superintendent, Deputy Superintendent, School Finance Manager; and (2) Board President, Vice-President, Treasurer.

4.407 Petty Cash Accounts

Example 1. The Superintendent may authorize petty cash accounts for school business which require them. Any single petty cash account cannot exceed $50.

4.408 Payroll Procedures

Example 1. The Superintendent shall establish payroll procedures consistent with the legal requirements of the host country for classified personnel.

Example 2. All professional employees on both academic year and calendar year appointments will receive one-twelfth of their salary on the last working day of each month. Employees on academic year appointments who are on home leave or who resign at the end of the academic year may request payment of the remainder of their salary; however, their request will be met only if funds are available.

Example 3. Compensation in addition to salary, as required by law, will be paid to employees according to schedule.

4.409 Payday Schedules

Example 1. Employees may pick up their checks at the end of the working day from the payroll office on the last working day of the week or month in which payment is due. The Superintendent may arrange other schedules for delivery as circumstances require.

Example 2. Salary is paid semi-monthly each month. *Prima,* a bonus of one month's salary, is paid one-third at Christmas and two-thirds in June. *Cessantia,* a bonus given at the termination of employment or upon the purchase of a family dwelling, is paid at the rate of one month's salary per year worked.

4.410 Salary Deductions

Example 1. Salary deductions for taxes, social security and so forth will be made according to legal requirements. Additional deductions may be made only with the approval of the Board. When permissive, the Board will not deduct union dues or fees from salaries. Loans are not made to employees; however, advances on salary will be deducted from salary checks.

4.411 Expense Reimbursements

Example 1. Reimbursement of authorized expenses of employees will be made as soon as practicable.

Example 2. Reimbursement of authorized expenditures will be made on the last working day of the month during which the approved expense account is received in the payroll office. The Superintendent may accelerate the process in extraordinary cases.

4.412 Purchasing Authority

Example 1. In order to obtain adequate budgetary control, it is necessary that all requests for purchases be submitted in the form of a requisition. In no case will the school be responsible for individual purchases made locally or for orders made elsewhere unless the teacher has used the requisition process.

Requests for purchases shall be prepared in triplicate on forms provided by the office. The originator of the request will be notified concerning the disposition by the business office.

Requests for purchases shall include full information including quantity, description, catalog number, brand name, date needed, price, and designation as to whether the price is quoted or estimated from a catalog. It is essential that this information be available, and lack of any part of it may result in a considerable delay in obtaining the item requested.

Requests for purchases must be approved by the school Principal, then be forwarded to the central office for approval by the Superintendent, and, finally, be expedited by the business department. (165, p. 21).

Example 2. Any teacher or department head who purchases materials of any nature or kind as a school expense, unless first cleared by permission and approval of the Superintendent, does so at his own risk of expense. Purchases of any nature, after approval, must be checked back through the administration for quality and quantity, with a signed receipt. This is simply good business practice and not intended to reflect on the integrity of the teacher or other personnel. (16, p. 43).

Example 3. Only written orders signed by the Principal and approved by the Superintendent will be honored for payment.

Requests for purchases are to be submitted to the Principal on the completed form "Requisition for Purchase Order." You will be notified of action taken upon the request.

Purchases made without following this procedure will become the financial obligation of the individual. (50, p. 3).

Example 4. The school maintains a specific requisition system for purchases for the use of Escuela Americana. Any person making unauthorized purchases will be expected to pay for such purchases personally, (79, p. 56).

Example 5. Guides for the purchasing and distribution of supplies shall be developed and kept current each year. Approval of the list of standard instructional supplies shall be the responsibility of the Administrative Council. (191, p. 10).

4.413 Purchases Requiring Board Approval

Example 1. The Director may purchase individual items from the States at a cost not to exceed $500 and local items at a cost not to exceed $100. Authorization for purchases exceeding these amounts shall be secured from the Board. (24, p. 10).

Example 2. Any purchase, except textbooks, which exceeds $1,000 must have prior approval of the Board.

4.414 Bids and Quotation Requirements

Example 1. Verbal and written quotations and bids to supply materials or services shall be obtained by the Business Office. Such bids and quotations for goods and services over $5,000 shall be reviewed by the Finance Committee or the Board. (191, p. 58).

4.415 Purchase Orders

Example 1. Requests for supplies and equipment shall be made to the Business Office by written requisition. Requisition forms shall contain detailed information of the items requested, including model, catalog number, suggested vendors, approximate price, etc. (191, p. 58).

Example 2. All purchasing of school supplies and equipment shall be made through the purchasing procedures of the Business Office.

Under no circumstances may employees make purchases for the school or in any way encumber school funds, except through the procedures established by the Business Office.

A system of purchasing special supplies not included in the standard lists will be maintained for the purpose of insuring that teachers may obtain needed classroom materials.

All purchases, except those from the emergency cash fund, shall be made by purchase orders, serially prenumbered. (191, p. 59).

4.416 Vendor Relations

Example 1. All negotiations with vendors for purchasing shall be handled by the Business Office. Sales representatives or vendors shall not call on the individual school campuses. Participation by the Principal in selection of comparable products will be arranged by the Business Office.

The Business Office reserves the right to purchase items through vendors of its choice, although suggestions from the requisitioner are appreciated (191, p. 58).

4.417 Cash In School Buildings

Example 1. Cash in excess of petty cash funds should not be kept in school buildings. Cash should be deposited on the day it is received if possible.

4.418 School Properties Disposal Procedure

Example 1. School property may be disposed of only when it is removed from the inventory with the approval of the Superintendent. Property which cannot be usefully repaired or which should be discarded may be sold by bid or, with the approval of the Board, given to another school or disposed of otherwise.

4.419 Loans and Advances to Employees

Example 1. The Headmaster is authorized to make advance payments to teachers of not more than one month's salary, to be repaid within thirty (30) days. Board permission is required for advance payments of more than one month's salary.

A written agreement which specifies amount, duration and repayment terms is to be signed by any teacher receiving a loan or advance.

A major loan, defined as 70,000 pesetas or more, will be made only with "letras aceptadas." (29, p. 27).

Example 2. An emergency fund has been established totalling Ps. $1,000.

The Director of the School will be authorized to approve loans up to Ps. $200.00. The President of the Board of Directors is authorized to grant loans up to Ps. $500.00. Loans in excess require Board of Director's approval. Since funds are limited, loans will be granted only under emergency conditions. (65, p. 40).

Example 3. Occasionally teachers face some emergency and ask the school for an advance in salary. School policy does not permit any advances in salary or travel allowance under any circumstances. Teachers may, however, request a loan from the school bank, which is operated by the bookkeeping class to manage the funds of the student association and other accounts. The bank has reserves large enough to cover most of the needs of teachers for short-term credit. (25, App. II, p. 1).

Example 4. The American School Foundation cannot finance personal loans for its teachers other than under extreme emergency and for short-term repayment. Arrangements for these limited loans must be made directly with the Superintendent. (20, p. 19).

4.50 Tuition and Other Fees

4.501 Registration

Example 1. The processing of the documents necessary to enroll a child at The American International School of Dusseldorf begins with the payment of the REGISTRATION FEE, which is non-refundable and paid only at the time a registration is initiated. (168, p. 11).

Example 2. The matriculation fee is to be paid the first week in the month of May prior to the beginning of the school year in August, (i.e., the matriculation fee for any given school year is paid during the first week of May of the preceding school year.) This fee is not reimbursable in whole or in part except when parents move from Barranquilla to another city before the school term begins in September. Full matriculation will be charged regardless of the month the student enters school. (63, p. 30).

Example 3. Registration:

a. A minimum non-refundable deposit of 10 percent must be paid at registration.

b. Registration for returning pupils, new Kinder students and all new students already accepted will be from June 15 to July 15.

c. Parents should be warned that if registration is not made during this time, the place for the student may be given to someone else.

d. All registration papers to be completed by the parents will be sent to them by mail before registration is begun.

e. During the registration days the elementary and high school secretaries will be responsible for receiving and checking registration papers. If they are complete, a form will be given the parent authorizing the cashier to receive payment. If the secretary is not present the Vice-Principal will process the papers.

f. Registration for those students not mentioned above will be held on August 7–14 when only the principal of each school can authorize enrollment. (79, p. 43).

4.502 Tuition

Example 1. The annual tuition fee assessment shall be established by the Board of Trustees and based upon the anticipated needs and student enrollment.

The annual tuition fee assessment per pupil shall be payable in a lump sum prior to the beginning of the school year or at the option of the member it may be paid in installments on the dates to be established by the Board of Trustees. If the school expenses at the end of the first two-thirds of the school year and as estimated to the remaining third of the school year shall exceed the amount budgeted, an additional assessment per pupil sufficient to meet the anticipated deficit shall be due and payable at once upon a date to be established by the Trustees. (182, pp. 13-14).

Example 2. Tuition and School Fees:

	1st semester	2nd semester
Nursery	fl. 1000,––	fl. 1000,––
Kindergarten	fl. 1650,––	fl. 1650,––
Elementary School (Grades 1–5)	fl. 2300,––	fl. 2300,––
Middle School (Grades 6–8)	fl. 2700,––	fl. 2700,––
High School (Grades 9–12)	fl. 2950,––	fl. 2950,––

Tuition is payable on a two-semester basis for all grades. Students who must leave school before October 1 or March 1 because of a business transfer of the parents, will be entitled to a reduction of two-thirds of the semester tuition. Students who must leave school before November 1 or April 1, because of a business transfer of the parents will be entitled to a reduction of one-third of the semester tuition.

Late enrollment tuition payment:
Coming: September/October: full tuition will be charged
Coming: November: two-thirds will be charged
Coming: December: one-third will be charged

Coming: January: per diem will be charged
Coming: February/March: full tuition will be charged
Coming: April: two-thirds will be charged
Coming: May: one-third will be charged
Coming: June: per diem will be charged
Boarding students also pay a boarding fee of $50. – per year. (164, pp. 17-18).

Example 3. School expenses are met by student tuition fees. The tuition assessment pays for teachers, salaries, capital expenditures, maintenance, bus transportation, textbooks, all school supplies and custodial help. Tuition may vary slightly each year depending upon anticipated enrollment in relation to budget needs for educational requirements. The current tuition is $1,575.00. The actual cost to the parent depends upon the difference, if any, between the per-pupil cost of operating the school and the amount of the educational allowance granted by the agency the parent represents. In the case of private enterprise, tuition allowances would be the responsibility of the parent's company and/or the parent. (181, p. 4).

Example 4. Tuition is an annual fee; however, it may be paid on a monthly basis. Tuition is due during the first week of the month and it is the responsibility of the parent or guardian to pay. Union School sends no bill or monthly statement of account. Tuition may be paid at the office from 7 to 8 a.m. and from 12:30 to 2:15 p.m.

If tuition is not paid by the last day of the school month, the child/children in question will not be allowed to return to school until payment is settled. (40, p. 4).

Example 5. The fee for any semester is due and payable within the first 5 days of the September or January term. No quarter tuition or part thereof will be reimbursed after the student has been in school 5 days regardless of the reason for withdrawal. (63, Sheet 35).

Example 6. No discounts will be made on the matriculation fees irrespective of the number of children registered from one family.

Discounts on tuition will continue as heretofore:

First Child	No discount
Second Child	5%
Third Child	10%
Fourth Child	15%
Fifth Child	20%

Example 7. School tuition and fees will be billed prior to the beginning of each semester. Failure to pay tuition and fees by the dates established by the School Administration will result in the child/children being suspended. (29, p. 40).

4.503 Book Fees and Rental Fees

Example 1. All grades from nursery through sixth grade receive their books, supplies, and materials directly from the office and the library. Parents pay a supply fee which covers such costs. Teachers who wish textbooks, workbooks, and teaching materials and aids should requisition them from the Librarian. Paper, pencils, paints and similar articles should be requisitioned in the office. Children should not be asked to spend money for extra materials without special permission of the Principal. The teachers are directly responsible for the correct use of their materials.

The "Supply Fee System" is educationally justified because the system permits a greater variety of materials to be used by teachers and children according to their needs. It also provides for frequent change of textbooks, which is usual in these grade levels. Seven or eight different books are used in the first grade, for instance.

This way the child gets immediately the book he needs for his specific reading level. Reading maturation is not fixed for all pupils, particularly in these grade levels. It is a decided advantage for the teacher to have materials at hand when needed and not to depend on the child and parents to secure pencils, books and replacement of lost items. Furthermore, the child learns to share his materials, to respect common property, and to take care of his books and supplies.

It is a generally accepted educational concept that it is better for the trained teacher to introduce subject matter to be learned by the pupil. In this system the child takes home only the books and materials he really needs and what the teacher wants him to have for the day. In this way the child is not able to read ahead in his text and workbooks and, therefore, is not exposed to different methods and techniques for teaching.

This system also permits the teacher to use uniform size paper, primary pencils, etc., that are essential in the teaching methods used on the various levels. There is no need for the teacher to ask for money from home each time there is a necessity for art materials, project materials, etc. Materials are not used automatically but are immediately available according to the needs and interest of the children.

In cases where parents must take the child out of school temporarily, books may be checked out from the elementary library if a deposit is left.

The Supply Fee is now included in the Registration Fee which also defrays cost of the elementary newspaper "Ship Ahoy" and the annual "The Eagle." (16, pp. 21-22).

Example 2. In the elementary school, students pay a book rental and supply fee as part of their registration fee, and all supplies are given to them by the teacher. The requisition system for such supplies is the same as for teacher's materials. Under this system, students are not asked to buy anything outside of school or to bring anything from home.

The wise use of these supplies makes a great difference in the school's total budget. If you use books and materials carefully, we can cover costs and offer a wider variety of materials. Paper should be cut to correct size for the particular need of the lesson, notebooks should be used up entirely or cut up for scrap paper, materials should be stored from one semester to the next so that they can be used again. (20, pp. 23-24).

Example 3. Books necessary for the school program will be rented to students at a fee of one-third of the cost of the book. Expendable workbooks will be sold at cost.

Example 4. Books will be sold to students at full cost. If books are in good condition and are to be used the following year, they will be purchased from the student at two-thirds of the purchase price.

4.504 Special Fees for Laboratories

Example 1. The Superintendent is authorized to establish fees for laboratory courses and other courses which require special materials and/or equipment.

Example 2. There will not be charged any special fees in excess of the regular matriculation fee.

4.505 Other Fees

Example 1. The purchase of an interest-free $500 bond for capital expenditure is required for each child enrolled in the school. Short-term residents may pay a $100 capital expense fee per year per child at their option instead of purchasing the

$500 bond. A bond-holder is assured of a place in the school for any eligible dependent or employee dependent.

4.506 Scholarships

Example 1. The ASI provides ten percent of its enrollment with tuition scholarships. This is consistent with requirements for all private schools.

Example 2. The ASI does not provide tuition scholarships.

Example 3. Full-time academic staff who are principal breadwinners of the family or who are U.S. citizens shall be exempted from all fees for children attending the school provided that fees are not reimbursed by spouse's employer or other agency.

Full-time academic staff not principal breadwinners or not U.S. citizens shall be exempted from all but $150 of the registration fee and from 50 percent of tuition fees for children attending the school provided that fees are not paid or reimbursed by spouse's employer or other agency. (191, p. 29).

Example 4. Professional personnel of ASI who reside here specifically for the reason of working in the school are provided tuition scholarships for all dependent children. Eligibility status of all employees will be determined at the time of employment.

Example 5. Parents who wish to apply for a reduction in tuition for reasons of economic necessity must write a letter to the Director explaining the need. The Directive Council considers the requests and recommends to the Board.

A 5 percent reduction in tuition may be granted if (1) the tuition of at least 20 families is paid by a single agency, (2) if the payment is received in a single check, and (3) if payment is received during the first month of the School year. (124, p. 12).

Example 6. Full-time teachers receive a reduction of school fees for their children according to the number of years they have taught at School. The reduction of fees is determined according to the following schedule:

First year: 10%
Second year: 25%
Third year: 40%
Fourth year: 50%

To be entitled to a reduction in fees for his child, the teacher must work full-time for the entire year.

Full-time teachers are also exempted from buying bonds and paying the surcharge.

Part-time teachers may apply for financial help with their childrens' education, and they will be considered along with all other applicants.

The above policy also applies to children of American School teachers who enroll in the vacation school program.

Any exception to the above policy will be made only on the basis of proven economic necessity. (124, p. 4).

4.507 Non-Payment

Example 1. Students will not receive grade cards nor will they be allowed to graduate unless all bills have been paid and all school property has been returned to the proper authorities or payment has been made for the replacement of such property as has been lost, damaged or destroyed. Transcripts of students whose bills have not been paid will be held until payment has been received. (29, p. 40).

Example 2. If any school bill is in arrears for more than one month, the student will be suspended until the bill is paid.

4.508 Refunds

Example 1. Matriculation fees are not refundable. Tuition is payable by the semester, and one-half may be refunded if the student drops within the first month of school. Otherwise, tuition is not refundable.

5.0 Business Management

POLICY OUTLINE

5.10 Buildings and Grounds

- 5.101 Insurance
- 5.102 Fire Prevention and Drills
- 5.103 Student Safety
- 5.104 Emergency Closings
- 5.105 Temporary Closings
- 5.106 Cleaning Program
- 5.107 Sanitation Assurance
- 5.108 Building Repairs
- 5.109 Safeguarding Records
- 5.110 Water Purification
- 5.111 Fumigation
- 5.112 Other

5.20 Public Use of Buildings and Grounds

5.30 Student Transportation

- 5.301 Contracted Bus Service
- 5.302 Private Vehicles
- 5.303 School Bus Insurance
- 5.304 Safety Inspection
- 5.305 Special Use of School Buses
- 5.306 Other

5.40 School Lunch Management

- 5.401 Cost Policy
- 5.402 Lunchroom Sanitation
- 5.403 Other

5.50 Official Enrollment

POLICY QUESTIONS

5.0 Business Management

5.10 Buildings and Grounds

5.101 Should the school plant be insured. Is the school required to have insurance because of legal requirements or agreements (loans, liability, fire, windstorm, rain, flood, etc.). If not required, is it desirable to have insurance. Is the school or school employee liable for injuries to children or others sustained at the school. What are the risks, what risks can he afford to take.

5.102 Is fire a hazard. What steps are taken to prevent fires. Are regular inspections provided; by whom. Are fire extinguishers available and operable; located at hazardous places as well as generally. Are there codes which must be followed.

5.103 Is student safety a transcending concern. How is it assured. What are the real and potential hazards to pupils. Crossings, traffic, playgrounds, chemicals, cleaning supplies, etc.

5.104 What should be planned for emergency closings. What constitutes such a closing. How is the safety and welfare of children assured. How are parents notified. Who is responsible for what.

5.105 Under what conditions are temporary closings needed: repairs, new construction, moves, dangerous conditions. Who decides that temporary closings are to be implemented and with what source of authority and under what conditions.

5.106 What standards for keeping the plant clean shall be established. Is a cleaning program organized on a regular, planned basis to be implemented. Is it based on need related to standards desired or on employing cleaning personnel without a cleaning schedule. What is the role and responsibility of teachers, pupils, others. What standards are needed for grounds.

5.107 What standards and assurances are needed for sanitary conditions in the buildings and on the grounds. Are regular inspections to be scheduled. Who is responsible. How are plans implemented. What is the relation of standards to cost. Are legal requirements to be met.

5.108 How are building repairs to be made. Is a planned schedule with priorities to be developed. By whom. Who decides priorities. Are building repairs budgeted. Is a planned maintenance program available and followed. (Are repairs usually prevented.)

5.20 Public Use of Buildings and Grounds

5.201 Who can use the buildings and grounds (other than for direct school purposes) for what purposes and under what conditions. Any responsible group or no one. Any non-profit group, nonsectarian, non-political. Can a teacher use the building for private lessons after school. What charges are made for use of building. How are damages to the plant and equipment paid for. Is liability insurance required. How are priorities for purposes and groups established.

5.30 Student Transportation

5.301 What kind of pupil transportation should the school have.. school owned vehicles, contracted bus service, contracted private transportation, etc. How is decision to be made.

5.302 What provisions should be made for students who use private transportation.

5.303 What provisions should be made for vehicle insurance.

5.304 What provisions should be made for vehicle safety inspection.

5.305 What circumstances warrant special uses of vehicles.

5.300 What are the "pick-up" points for students.

5.300 What are the transportation routes. What, if any, provisions are made for pupils not on the routes. How are they expanded.

5.300 What are the "pick-up" schedules. At points or at the "door." What are cost implications.

5.300 For contractual services, what safety standards should be met. Driver training, bus inspection.

5.300 For school-owned vehicles, what host country laws and standards have to be satisfied.

5.300 What standards of conduct should be designed for students. What penalties are there.

5.300 Who is responsible for operations during transportation. The driver. A teacher. A pupil.

5.300 Where should school vehicles be kept.

5.300 Who should be empowered to drive vehicles.

5.300 What provisions should be made for emergencies during use of vehicles. Breakdowns, accidents, ill children.

5.300 What provisions should be made for students driving their own vehicles to school. Parking. Safety.

5.40 School Lunch Management

5.401 What is the cost policy. Is it self supporting. Should food be provided free to students, teachers, others.

5.402 What health, sanitation, and other standards have to be met.

5.400 Should the school provide food services.

5.400 Should the food services include breakfast and lunch.

5.400 What provisions should be made for inspection of the lunch room.

5.400 Who is responsible for operating the lunch room.

5.400 Are meals available only by the week, month or without notice. Is purchase for a week a contract even if a pupil misses school because of illness.

5.400 What are the nutrition standards. Who plans the menu. Is it published in advance.

5.400 Are candy, carbonated drinks, etc. permitted to be sold.

MAJOR CONSIDERATIONS

5.0 Business Management

Several decisions have to be made by an ASOS board, based both on fact and on opinion. Some decisions will be based on requirements of the host countries' laws and regulations and others will be based on the board's opinion after considering all pertinent information and recommendations. Insurance coverage for certain acts or items may be a legal requirement in some countries; others may be permissive.

For example, the ASOS may be required legally to provide liability insurance for school owned or school used motorized vehicles; it may be required to meet safety and sanitation requirements for the school in general... restrooms, food service, width of halls and exits, safety drills, number of exits, crash bars on doors, lighting, and so forth. Any specified requirements should be collected, collated and incorporated as Information Documents as well as reflected in policy.

Decisions which are permissive must be treated on a judgmental basis. For example, fire and personal liability insurance are usually permissive and the decision concerning risk related to cost is a board decision.

The use of the school plant and grounds for non-school purposes is a common question. Most ASOS are viewed by their school community as more than places for the purpose of schooling. These views include using the plant for meetings of various groups, private instruction, social activities, sports and recreation and other similar activities. The board must establish policy governing use of the school plant and grounds and a fee schedule. It is commonly believed that non-school functions should not result in any expenditure by the school, including utilities, maintenance, and possible damages.

Student safety is an increasingly important responsibility. Procedures to prevent harm to children have increased from only fire drills a few decades ago to much more complex operations in the last two decades.

SAMPLE POLICIES

5.10 Buildings and Grounds

5.101 Insurance

Example 1. The Board shall be charged with the responsibility to assure that all building and contents whose titles are vested in the School are insured for their insurable value. (89, p. 278).

The Board shall be charged with the responsibility to assure that all motorized vehicles whose titles are vested in the School are adequately insured for their insurable value. All such vehicles must carry at least 10/20/5 liability insurance, and when they are at any time used as a public carrier must carry at least 20/40/20 liability insurance. (89, p. 279).

Example 2. The School shall carry the following insurance policies. Coverage shall be reviewed each year in July by the Legal Affairs Committee.

1. Fire – Wind Damage
2. Liability Insurance
3. Motor Vehicle Insurance
4. Bonding
5. Theft
6. Bus Liability (to be carried by the Contractor) (24, p. 29).

Example 3. The school should maintain adequate levels of insurance against fire, theft, accidents, liability, etc. The Director of Administrative Services shall determine the appropriate levels and annually review all coverage with the finance committee. (29, p. 45).

Example 4. The Board will annually review the insurance coverage in order to assure the proper protection of school property. Automobile liability and collision, theft, the necessary bonds for persons who handle school funds, fire insurance, and general liability (if available) are to be constantly evaluated for adequacy in light of inflation and monetary devaluation. (32, p. 14).

Example 5. The school will be properly insured against all insurable risks. Insurance coverages will include comprehensive liability and fire insurance, blanket fidelity and surety bonds, and any other insurance coverages necessary to protect the school, the Board (individually and collectively), and school employees.

An annual study of the school's insurance needs will be made.

The Board reserves the right to select the agents who shall underwrite the school's insurance. (191, p. 61).

Example 6. The school shall insure itself against its own liability and against any liability that may be incurred by its Board members, administrators, teachers, and employees which might arise from acts performed within the scope of their office.

The school shall maintain liability insurance which will insure its Board members, administrators, teachers, and employees from acts which might arise from the use of their automobiles while performing the functions of their office.

The school shall insure for injuries or damages resulting from negligence or carelessness of Board members, administrators, teachers or employees during the course of employment; and for injury or damages resulting from dangerous or defective condition of public property; or employees against injuries or damages. (1[illegible]1, p. 61).

5.102 Fire Prevention and Drills

Example 1. The Superintendent shall direct a qualified person (supervisor of buildings and maintenance) to conduct at least quarterly inspections of all buildings under the jurisdiction of the School for fire hazards. (89, p. 280).

The Superintendent, with expert advice, will submit an annual report to the Board which will include descriptions of the current system of fire prevention, fire control devices, and warning systems.

Example 2. Under Dutch law all schools are required to have a minimum of ten fire drills per year. The fire bell signal is rung over the regular school bell system. It consists of a continuous series of short bells. Fire drill instructions are posted in each room. It is the teacher's responsibility to see that the students familiarize themselves with fire drill procedures in each of the rooms in which he teaches. When the fire alarm rings, the teacher should be sure that all lights have been turned off, all equipment turned off, all windows have been closed, all doors have been closed after the class has left, and that he has with him either a class book or a list of all students. The reason for this is that should a real emergency occur, it will become necessary to account for all students.

Students are to move rapidly, but running is not permitted. Once outside the building students are to go as far away from the building as possible, but to stay within the school gate unless told to do otherwise. Students exiting through the rear door should turn left and walk to the front of the building, staying as far from the building as possible, but should not go outside the gate. All teachers should stay with their classes until the "all clear" sign has been given. (165, p. 13).

Example 3. Fire drills are held monthly. The signal for the drill is the repeated ringing of the bell. A battery operated siren is also available for use in case of power failure. Each teacher is responsible for his or her own class. All personnel, including any visitors, must evacuate the building. "No talking" is the rule, and attendance is taken to see that all students are accounted for. Alternate routes are known by the teachers in the event that the planned exits are blocked. (99, p. 20).

Example 4. In an emergency or during a drill, the students must leave whatever work or personal object they have and observe the following:

1. Avoid any kind of rash action and follow the instruction of the teacher in charge.
2. The fire bell will ring nine times consecutively. Students should then follow the established fire drill instructions.
3. The Traffic and Safety Committee will be in charge during the fire drills.
4. In any emergency, students assigned to special services must immediately report to the Traffic and Safety Committee.
5. Periodic drills will be held to acquaint the students with the proper safety measures.

6. In case of tremor, walk to door; if tremor continues, follow same exit procedure used in fire drills. (25, App. V, p. 4).

Example 5. EMERGENCY PROCEDURES:

I. EARTHQUAKES (or explosions): Use action *DROP.*

If inside the building, the pupil shall:

A.– Get under equipment (desk, table, etc.).
B.– Drop to knees with back to windows and knees together.
C.– Clasp both hands firmly behind head, covering neck.
D.– Bury face in arms, protecting the head. Close eyes.
E.– Stay there at least ten seconds, or until emergency is over.
F.– Follow next instructions of teacher, which will depend on circumstances and extent of damage to the building.

If outside the school building, pupils shall:

A.– Crouch, or lie down, behind any available protection (bench, ditch or gutter).
B.– If in the open drop to ground, curl up with back to blast.
C.– Follow C, D, E, and F as above.

DRILL: No warning signal is given. Administration sends a note to each teacher indicating time of day the drill is to be held. Teacher gives command DROP.

II. FIRE: Use Action *LEAVE BUILDING*

A.– Sound fire alarm, which automatically implements action: LEAVE BUILDING.
B.– Notify Fire Department.
C.– Render any necessary first aid.
D.– Take roll
E.– Keep exits to building open. Keep students away from fire-fighting equipment.

DRILL:

In case of fire or an emergency, students should be prepared to evacuate the building in the least possible time. Before the students leave the room, the teachers should calmly explain where they are to go. The teacher should then close all windows and doors and follow the group, taking her roll book so roll can be taken in the yard. Walk rapidly and *do not talk.* The signal for the drill will be a *series of short bells.* Students should leave all books and possessions in the room... DO NOT GO TO LOCKERS.

MIDDLE SCHOOL ROOMS 1–21... Line up on playing field 50 meters from each classroom door.

ELEMENTARY BUILDING ROOMS 611, 609, 607, 632, 628, 626... North Stairway and north door should be used to go to the field next to the wall on Observatorio.

RAMP (BAND; A.V.) – Cross to High School, go down middle stairs to patio.

LIBRARIES – Out nearest door to outside patio.

LEARNING CENTER – Out nearest door to patio.

P.E. LOCKER ROOM – Front lawn.

If you are outdoors in P.E. classes or at recess, line up in the field or bus patio - whichever is closest. Teachers will help keep order.

A LONG BELL WILL BE RUNG FOR STUDENTS TO RETURN TO CLASSES VIA SAME ROUTE THEY LEFT BUILDING.

QUIET MUST BE MAINTAINED AT ALL TIMES.

BOMB THREAT INSTRUCTIONS:

1.– Students will evacuate the buildings on special bells which will be the "V" signal - three shorts and one long.
2.– 7th and 8th grade students will proceed to bleachers. 6th grade students will take up same positions on elementary field as for fire drill.
3.– Inspector will check rooms for strange objects which will be reported to wardens.
4.– No strange object is to be moved. Evacuate area at once and report to warden.
5.– Roll will be taken. No student will reenter buildings unless danger is past and signal given.
6.– If the decision to dismiss classes for the day is reached, buses will be called and students taken home.
7.– All class-time missed due to bomb threats will be made up. (17, pp. 37-40).

5.103 Student Safety

Example 1. Special drills shall be planned by the Superintendent and his staff to assure the orderly movement and placement of students in the safest available area during any emergency.

Fire Drills

An orderly plan for evacuation of students and staff, in case of fire, shall be developed for each building in the School. (Plans shall be developed in cooperation with local fire department officials and rules and regulations as may be set forth by law.)

Fire drills shall be held in each school at least once a month.

Fire exit plans shall be posted in each school in all rooms occupied at any time by students.

Emergencies

The Superintendent shall cause to be developed a plan to insure the safety of students and staff in the event of a national or local emergency. (This may include earthquakes, floods, unrest, riots, bomb threats, etc.) The responsibility for the safety of children in the school, getting them home, being picked up, and so forth, within a clearly developed plan, is a serious responsibility of the Board.

EMERGENCY CLOSINGS

The Board shall discontinue the operation of school indefinitely, or for such term as it may determine, if the Board finds that the continued operation of school will be accompanied by such tension, friction or potential disorder or ill will within the school as substantially to impair effective standards or objectives of education of its pupils; or by potential impairment of peace, order and good will in the community; or that the continued operation of such school is not in the best interest of the school. (Adapted from Title 52, Section 61 (13) of the Alabama School Code.)

Example 2. The Headmaster and the Director of Administrative Services are responsible for the safe operation and the maintenance of all facilities and equipment.

Directors shall carry out regular inspection of all buildings, equipment, playgrounds, and playground apparatus to discover conditions which might be dangerous to health, safety, and comfort of the pupils or personnel.

Teachers shall be responsible for the safe use of buildings, grounds, and equipment by the students they teach or in the activities for which they are responsible.

Employees shall report promptly to the Directors any defects in buildings, furniture, playground apparatus, or other equipment that might prove injurious to the comfort, health, or safety of teachers, pupils, or other persons.

The Director of Administrative Services shall regularly inspect the plant for safety, security, maintenance problems, etc. (29, p. 44).

5.104 Emergency Closings

Example 1. The Superintendent is authorized to close the school if, in his judgment, an emergency exists. The Board will confer about the re-opening of the school.

5.105 Temporary Closings

Example 1. The decision to cancel a daily school session due to inclement weather, furnace breakdown, and similar common emergencies shall be at the discretion of the Superintendent.

Each bus contractor will make arrangements whereby both he and his drivers may be reached by phone promptly in the event of an emergency. (73, AFC).

Example 2. The decision to cancel or to close a daily school session because of inclement weather, furnace breakdown, and similar common emergencies shall be at the discretion of the Superintendent.

In the event a school or schools must be cancelled or closed because of an emergency during the time the Superintendent is unavailable, the administrator in charge shall have the discretion to cancel or close a daily school session. (89, p. 288).

Teaching days missed because of closing will be rescheduled... on weekends, holidays, or at the end of the term... to assure that a minimum of 180 days of school is available unless otherwise specifically approved by the board.

5.106 Cleaning Program

Example 1. School plant cleaning is a vital part of the total program. It adds to the appearance of the buildings and grounds and affects the general attitude of parents, teachers, and students toward the care and respect of the facility. It greatly enhances the learning process.

The Superintendent and/or his designated representatives shall be responsible for initiating and maintaining an effective school plant cleaning program. Necessary personnel may be employed (with Board approval) to provide effective custodial services. (89, p. 289).

5.107 Sanitation Assurance

Example 1. In order to provide a quality educational program in sanitary surroundings, the school shall maintain an effective sanitation program. The school shall provide for sanitation surveys and inspections of all appropriate school facilities.

Example 2. Each building has bathrooms which should be kept clean at all times. Teachers should report to the office students who damage bathroom walls or fixtures. (112, p. 30).

Example 3. Cleaning:

(a) Special employees are in charge of daily cleaning,
(b) Teachers should inform the Office of any deficiency in this service,
(c) If a teacher desires to improve the order or cleanliness of his room, or change any classroom desks, he may request help in the Administrative Office,
(d) Teachers should keep their classrooms clean at all times, and when on lunch duty or hall duty, make sure that these respective areas are kept clean (112, p. 30).

5.108 Building Repairs

Example 1. Building Repairs:

Routine

Request for building repairs shall be made through the Superintendent or his designate.

To provide for effective building maintenance and repairs, a logical and orderly means for requesting routine maintenance or repairs shall be established. The procedure for making such requests is as follows:

1. Request may originate with individual employees who observe a need for repairs.
2. Request to the Central Office shall be made on forms prescribed by the Superintendent.

Emergency Repairs

Request for repairs or maintenance which demand immediate attention may be made orally to the Superintendent and/or his designated representative.

Example 2. The Superintendent and/or his designated representative shall be responsible for keeping the buildings and grounds of the School in good repair. The Superintendent may employ (with Board approval) the necessary personnel to effectively maintain the buildings and grounds of the school. He shall be responsible for the following records and reports:

1. A complete system of records shall be kept on the maintenance of all school buildings. The records shall include the following:
    a) Daily work schedules of maintenance personnel.
    b) Cumulative cost record of maintenance, materials, and labor.
    c) Cumulative record of jobs to be done during the summer months.
    d) Cumulative inventory record of materials and supplies on hand.
2. An annual report on maintenance shall be made to the Board by the Superintendent and shall include the following:
    a) A financial report of how maintenance and operations funds were allocated and spent.
    b) Maintenance needs of the School.
    c) Cost of maintenance by building.
3. The Superintendent shall require the supervisor of buildings and maintenance to file reports regularly concerning the needs of the school in reference to maintenance of buildings and grounds.

4. The Superintendent shall require the supervisor of buildings and maintenance to file on or before the first day of May a report of the maintenance needs of the school to be met during the summer months.

5. Procedures for requesting maintenance are as follows:
   a) Requests for maintenance are to be written on forms available from the central office.
   b) Requests for maintenance services will originate through the school principal and be relayed by him to the Superintendent. (89, p. 277-8).

5.109 Safeguarding Records

Example 1. All important official documents of the school will be kept in one permanent location in fire-resistant files, preferably in the school office. (29, p. 66).

5.110 Water Purification

Example 1. The Colegio Bolivar maintains its own water purification plant. In order to assure a high standard of purity the following steps are taken.

I. A sample of water is tested once every two weeks.
II. The maintenance man of the school is responsible for having the test made.
III. At present the cost is $60.00 per test.
IV. The sample of water is taken to Empresas Municipales de Cala: Laboratorio de Analisis de Agues.
V. The result of the analysis should read:

Colonias de Bacterias per C.C..........less than 100.
N.M.P. de B–Coli per 100 C.C. ...... always O. (57, IV, p. 5).

5.111 Fumigation

Example 1. Colombian law requires that the school be fumigated once every six months. The Director is responsible for making the arrangements for fumigation each January. The school has customarily employed Seccion de Higiene. When the fumigation is completed, the school office calls for the Public Health Inspector to come out and issue a certificate of verification. (65, p. 33).

5.20 Public Use of Buildings and Grounds

Example 1. The school buildings and grounds of the school shall be used for educational, civic, cultural and recreational purposes. The Board approves and encourages maximum use of school facilities. The facilities, when not used for school purposes are to be made available to approved organizations and groups. The operation of the school program shall receive priority over all other use of school facilities.

General Conditions and Procedures

A. Types of organizations and meetings authorized to use school buildings and grounds.
   1. Groups authorized to use buildings and grounds without charge.
      a. School sponsored activities that are a part of the regular school program
      b. Regular meetings of PTA and PTA councils
      c. Meetings of the Educational Association of the school and regional meetings of professional education associations in which the school participates.
      d. Board of Education meetings and activities

e. School sponsored area or regional meetings
f. Youth recreational organizations sponsored by and through the school
g. Parent organizations such as band booster clubs or athletic booster clubs
h. Private lessons for ASOS students not available in the regular school program

2. Groups authorized to use buildings and grounds for a fee (as well as custodial fee when it is necessary to have custodial services). Charges to the following groups or organizations will be as defined in the schedule of basic rental fees.

a. Recognized charitable or welfare groups
b. Civic clubs or organizations
c. Profit-making activities for the school sponsored by school-parent organizations
d. Private lessons for groups which include children not enrolled in the ASOS.

3. Other Groups

In the event organizations not listed in the above categories apply for the use of facilities, the Superintendent may determine the classification of such groups, or Board action may be required as determined by the Superintendent.

B. Applications and Reimbursement for use of Facilities

1. Applications

a. All groups or organizations shall submit applications for use of school buildings or grounds on forms provided for that purpose. These applications must be completed and submitted to the school at least one week prior to the date of requested use. In the event the Superintendent is not available, the application shall be submitted to the office of the Superintendent for action by the administrator in charge.

b. Groups holding regular meetings throughout the year need file only one application at the beginning of each school year. However, special events of such groups must be covered by separate applications whenever they occur.

c. Approved applications shall be distributed as follows:
   1) Copy to the group or organization
   2) Copy for school file
   3) Copy to accompany reimbursement to the Director of Finance

d. Upon approval of applications, it shall be the responsibility of the Superintendent to execute a contract between the school and the organization.

2. Reimbursements

a. The Board shall be reimbursed for the use of school buildings and grounds as defined in a schedule of basic rental fees. Custodians shall be paid for their services as agreed upon by the custodian, school administrator, and organization or group using facility prior to the date used.

b. The using group or organization, if applicable, shall make its check payable to the Board.

General Regulations and Guidelines

A. The Superintendent or his designate, in his role of school administrator, shall be responsible for maintaining proper relationships with those organizations which make application to use the school buildings or grounds. The Principal or a designated member of his staff (which may be a custodian) must be on duty at all times when a school building is being used by outside organizations.

B. Any groups or organization using school property shall be liable for any loss, damage, or expense that may arise during, or be caused in any way by, such use or occupancy of school property. In the event property loss is incurred as a result of the use of the facility by an outside group, the amount of the damage shall be decided upon by the Board. Each organization using school property may be required to secure insurance in coverage of $100,000.00 to $300,000.00 to protect against legal responsibility to spectators. The Board shall be made a party insured in said liability policy.

C. Continued use of a school building by any group is contingent upon the group's taking proper steps to protect the school property and to ensure complete safety and the reimbursement of its expenses to the Board. If the building is being misused by any group, it is the duty of the Superintendent to point out the misuse to the group so that, through the cooperation of the group, the misuses may be stopped. If continued misuses occur, the Superintendent shall report this to the Board where action shall be taken to prohibit the group involved from further use of buildings and grounds.

Limitations of Use

A. Since the Board is charged with responsibility for school facilities, it must reserve the final right to deny the use of school facilities when it is deemed necessary in the interest of the school.

B. All school buildings and grounds are to be used for educational, civic, social, and recreational activities by approved groups of citizens or organizations. They may not be used for political, religious or sectarian purposes.

C. No school building or grounds shall be used for a purpose that is unlawful.

D. Gambling and the playing of any game of chance are prohibited. The use of alcoholic beverages in school buildings and grounds is prohibited.

E. There shall be no smoking in school buildings unless the area is posted otherwise.

F. There shall be no temporary or permanent signs, banners, pennants, or the like, placed in or on school buildings or on school grounds by any group except those associated with activities sponsored by the school or school PTA, with the following exception: Temporary identification signs may be used only during the actual hours the school is used. At the conclusion of the use of the school, the group must remove the signs.

G. The use of the building by the outside organization should in no way restrict or limit the normal instructional program carried on during regular school hours. Further, the use of any school equipment is specifically prohibited unless prior approval has been received from the Superintendent. (89, pp. 292–6).

AUDITORIUM AND GYMNASIUM RENTALS
(Sample)

	Auditorium	Gymnasium	Classrooms	Cafeterias
American High School	$150.00	$100.00	$10.00	$25.00
Junior High		$ 75.00	$10.00	
Elementary School	$ 25.00	$ 50.00	$10.00	$25.00

A maximum of three (3) practice sessions may be scheduled with a fee of 1/2 of the above rental fee for performances.

This rental scale is for use with approved groups in accordance with ASOS Policy.

Example 2. The use of school facilities by parental organizations, Girl Scouts, Boy Scouts, Civic Associations, and other similar non-political organizations is encouraged as long as use of the facilities does not interfere with the normal operation of the school. Where such activities are directly related to the school system, no charge is made for usage. Where such organizations are essentially civic in nature, only a minimum charge is made; and it may be waived by the Director General. (55, p. 5).

Example 3. Community groups may be permitted to use school facilities for worthy purposes provided that such uses do not contravene Board policies, do not interfere with the school program and do not impose unwarranted burdens on school personnel.

The Headmaster is authorized to establish regulations for such use and to give specific permission for each case. He will establish a scale of fees to be charged in light of services rendered and of both specific expenses incurred and pro-rated general overhead expenses. (29, p. 70).

Example 4. The Director is allowed to use his own discretion in permitting use of the School for community activities sponsored by parents of our school children. Use by outside organizations shall be granted by the Board. (24, p. 26).

Example 5. The TASOK Board of Education feels that several principles must be considered in the formation of policy on this important subject. Some of these follow:

1. School buildings and facilities are provided by the parents of students attending TASOK for the purpose of pupil instruction, and this use always takes priority over all other uses.
2. When not in conflict with the purpose outlined above, the school facilities may be used by responsible adult groups.
3. The use of facilities by adult groups or outside student groups will be subject to a charge which will best represent the true cost for the time used.
4. Application and arrangements for use of the facilities must be made through the principal involved.
5. A responsible representative of the group holding the activity must be present at all times and be responsible for all activities of the persons

present.

6. All costs must be paid immediately following the facility use. Checks payable to The American School of Kinshasa.
7. Cost of facilities:

Multi-Purpose Room	2 zaires per hour
Student Center	1 zaire per hour
Classrooms	1 zaire per hour
Softball & Football fields	1 zaire per hour
Basketball court/no lights	1 zaire per hour
Basketball court with lights	2 zaires per hour
Houses or Apartments	As arranged by Administration

(172, p. 24).

Example 6. The Board of Governors believes that the use of school buildings by the American community can be of benefit, and therefore the Board encourages fullest use of its facilities. However, this use should not present severe problems of maintenance, interfere with the instructional program or cause problems of community public relations.

The Board believes that those organizations concerned with civic and community betterment or activities for children should be charged a minimum fee for the use of the school facilities.

The Board shall annually approve the schedule of fees which will depend upon the purpose of the use, the organization using the building, cost of maintenance, services and utilities and other such similar factors.

The Board will identify specific parts of the school building which shall be made available to be used outside school hours. Areas are the gymnasiums, Ulu Pandan and King's Road; auditorium, King's Road; Little Theatre, Ulu Pandan; classrooms or cafeteria, with or without use of the Kitchen, King's Road; athletic fields, either school; faculty lounge, Ulu Pandan; library, King's Road. (191, pp. 52-53).

5.30 Student Transportation

5.301 Contracted Bus Service

Example 1. The school contracts services with the American School Transportation Service which has routes to most zones of Mexico City. Parents enrolling children for the first time or those who moved to different sections of the city should first check with the Director of Transportation to see if there is room on the bus servicing the desired area.

Registration for bus service is handled by the Director of Transportation in the Main Office at the time that registration is paid.

At the beginning of any semester, bus registration must be made 10 days before school starts. This is unfortunately necessary because any rerouting of buses requires a change of the time that the bus will pick up each student along the way. It is a difficult process to plan and inform parents of all changes made.

Except under unusual circumstances, anyone entering school in the middle of a semester will be assigned a bus one or two days after registration.

A student who rides a bus may on occasion request permission to ride another bus. Written authorization from home is necessary for this. If the student is going home with a friend, both must bring written permission from a parent and these notes must be countersigned by the Director of Transportation. Such arrangements must be made at the bus desk before 1:45 p.m. since permission to ride another bus is contingent upon space available. (23, p. 9).

Example 2. The Board of Governors recognizes that the transportation of children between home and school is fundamentally an arrangement between parents and bus drivers. Nonetheless the Board is concerned with the health and safety of children and with the reputation of Singapore American School as it is related to school bus transportation.

The Board of Governors of the Singapore American School authorizes and directs the Superintendent to coordinate the school bus service, to require bus owners/drivers to provide equipment that meets the school's safety standards, to act within the regulations of the school, and to request that the parents:

(1) abide by school bus regulations
(2) assume responsibility for their child's behavior
(3) pay scheduled fees required. (191, p. 61).

5.302 Private Vehicles

Example 1. The school is not responsible in any way for student safety when riding in private vehicles, including car pools arranged by parents.

5.303 School Bus Insurance

Example 1. Liability insurance will be carried on all school owned vehicles.

5.304 Safety Inspection

Example 1. All school owned vehicles will be maintained and inspected for safety on a regular, systematic basis.

5.305 Special Use of School Buses

Example 1. The "guaguitas" are available for groups of teachers to use on planned trips during non-school hours, it is understood that one of the school's drivers must be employed at his regular daily rate of pay. This is to be paid by the teachers using this service. Also, the teachers using the vehicle must reimburse the school at the rate of 0.05 cents a kilometer to cover operating costs (the cost of gasoline purchased on a trip may be deducted from the operating reimbursement). Teachers will request the use of "guaguitas" on a standard form through the Superintendent's office at least one week in advance. (50, p. 2).

Example 2. Use of School Buses:

I. Use of the school buses should be restricted.

   A. The general rule is not to hire buses out for extra use. Requests by various private organizations to hire bus service should be referred to bus lines.

   B. The Director of the school and the President of the School Board are responsible for deciding whether, under special stress, any bus could be used for a special project.

   C. In the rare event that special use seems justified, there should be a charge for the service. The amount of charge will be based on current rates charged by private bus lines.

II. Reasons for restriction of bus service are as follows:

   A. The buses stand a great deal of wear and tear in their regular operation.

   B. The chauffeurs are hired by the school for the purpose of serving educational aims. Their responsibilities are of such a nature that it is an imposition to ask them to support activities outside of school.

C. Agencies available for hired bus service are better prepared to serve in this capacity than is the school.

III. Special trips may be made for school-sponsored activities.

A. On Saturday mornings the buses will bring "alfabetizacion" pupils to the school and return them to their homes.

B. For evening parties held at the school, the buses will provide transportation.

C. For sports events in Cali, transportation service will not be provided. For events held at the school, transportation may be provided.

D. On occasion, bus drivers will be paid extra for special trips involving social activities of the students. (57, IV, p. 1).

5.40 School Lunch Management

5.401 Cost Policy

Example 1. The cafeteria and snack bars of the school are to be operated on a non-profit basis; however, these services will not be subsidized by the school.

5.402 Lunchroom Sanitation

Example 1. The Superintendent will assure that the lunchroom is inspected regularly to assure safe and sanitary conditions and practices.

5.403 Other

Example 1. The school cafeteria provides a hot nutritional lunch daily for all children. Lunch is vital to the successful work and application of a child in school. Children who bring their lunches may purchase milk.

Monthly menus are printed and sent home with the students. (180, p. 9).

Example 2. Dining services will be offered every day school is in session. Lunch tickets will be sold weekly. Tickets for one week will cost ₡ 15.00 for students in grades one to four, and ₡ 17.50 for all others (subject to change). All students who wish to buy lunch at the school should bring this sum on the Friday before the next week. The above prices are based on the cost of food and the number of students served. Tickets are sold for the sole purpose of calculation for the future week. Therefore, tickets are sold Friday before each week. In case of emergency, the students can pay cash or charge (Elementary School only).

Parents who wish the lunch fee charged on the monthly bill must notify the school in writing that they desire this service. Those wishing to cancel this service must notify the school in writing eight days in advance, otherwise the charge will stand, even though the student is not using the dining room service.

There is a snack bar for the benefit of those High School students who do not wish a complete lunch. The snack bar will serve sandwiches, hot dogs, hamburgers, etc. In order to insure adequate dietary conditions, Elementary School children will not be served at the snack bar. A balanced diet is maintained at all times.

Students are expected to eat lunch in an orderly manner. Waste baskets are provided for trash, and trays are stationed at the back of the lunch room where students should take their dishes after eating.

Students not complying with clean-up rules will be placed on lunch duty up to one month. (111, p. 14).

5.50 Official Enrollment

Example 1. The dates for the official recording of enrollment for each semester shall be the fourth Friday of September and the first Friday of March. Official enrollment figures shall be reported to the Board at the Board meeting following each date. (29, p. 64).

6.0 Personnel

POLICY OUTLINE

6.10 Equal Opportunity Employment

6.20 Complaints, Grievances, Appeals, and Exceptions

6.30 Solicitations and Gifts

- 6.301 Solicitation by Staff Members
- 6.302 Solicitation of Staff Members
- 6.303 Gifts by Staff Members
- 6.304 Gifts to Staff Members
- 6.305 Other

6.40 Personnel Records

- 6.401 Nature of Records
- 6.402 Use of Records
- 6.403 Confidentiality of Records
- 6.404 Storage of Retired Records
- 6.405 Other

6.50 Salary Deduction and Income Tax

- 6.501 Local
- 6.502 U.S. Income Tax

6.60 Compensation Guides, Contracts and Administration of Staff Personnel

- 6.601 Compensation Guides
- 6.602 Contracts
- 6.603 Professional Positions and Duties
- 6.604 Professional Personnel Qualifications
- 6.605 Recruitment and Selection of Professional Personnel
- 6.606 Induction of Professional Personnel and Orientation
- 6.607 Assignment of Professional Personnel
- 6.608 Probation of Professional Personnel
- 6.609 Evaluation of Professional Personnel
- 6.610 Transfer of Professional Personnel
- 6.611 Separation of Professional Personnel
- 6.612 Resignation of Professional Personnel
- 6.613 Retirement of Professional Personnel
- 6.614 Health Examinations
- 6.615 Time Schedules and Work Loads
- 6.616 Staff Meetings
- 6.617 Extra Duty
- 6.618 Travel Expense
- 6.619 Non-School Employment

6.620 Consulting
6.621 Tutoring for Pay
6.622 Professional Growth
6.623 Visa Applications
6.624 Faculty Workroom/Lounge
6.625 Housing
6.626 Other

6.70 Personal and Professional Leaves and Absences

6.701 Sick Leave
6.702 Maternity Leave
6.703 Religious Leave
6.704 Bereavement Leave
6.705 Professional Leave
6.706 Arrangements for Substitutes
6.707 Vacations and Holidays
6.708 Other Leave
6.709 Short-term Professional Leave
6.710 Other

6.80 Professional Organizations

6.90 Non-Professional Personnel

POLICY QUESTIONS

6.0 Personnel

6.10 Equal Opportunity Employment

6.100 Should employment opportunity be given to everyone regardless of race, color, creed, or nationality.
6.100 Is a first language balance to be maintained.
6.100 Can third country nationals be employed under the school's legal charter.
6.100 What host country laws have to be satisfied pertaining to employment.

6.20 Complaints and Grievances

6.200 What provisions should be made for complaints and grievances.
6.200 What constitutes complaints and grievances.
6.200 What should the adjudication procedures be.
6.200 What is the "court" of last appeal.
6.200 Under what circumstances can a complaint or grievance reach the board to be heard.

6.30 Solicitations and Gifts

6.301 Is the faculty and/or staff authorized to solicit from pupils donations, dues or services for causes, such as Red Cross, United Fund, Scouts. What are the restrictions, if any. For example, for a political purpose, a church, the Salvation Army. What are the constraints and limitations. Who can authorize a solicitation.

6.302 Who may solicit donations from the faculty and staff and under what conditions. Should the Superintendent solicit a donation from a faculty member. Should a board member solicit donations from the Superintendent and/or faculty and staff. Under what conditions can solicitations be made.

6.303 May staff members give gifts to pupils, other staff, parents, board members. If nominal gifts are permitted, what definition is ascribed to "nominal," $5.00 or under; excluding or including homemade gifts (cakes, cookies) and school-made gifts (cabinets or bookends in shops, etc.)

6.304 Are gifts to faculty members to be restricted or controlled. Is a cost limit placed on Christmas gifts from pupils (parents) to faculty and staff. From staff to staff, e.g., teacher to Superintendent.

6.40 Personnel Records

6.401 What use is made of personnel records by whom and under what circumstances.

6.402 What provisions are made for confidentiality of personnel records.

6.400 What types of personnel records should be kept of staff members.

6.400 What types of information should be solicited for the records.

6.400 Under what circumstances, if any, can public use be made of personnel records.

6.400 Can any information in the records be provided to anyone outside of the school without the employee's authorization.

6.50 Salary Deductions

6.500 What salary deductions are required by law, e.g., income tax, social security. By Board decision, e.g., retirement plan. What deductions are permitted, e.g., group health insurance, dues to organizations (including union).

6.500 Can loans or penalties legally be deducted from employee's checks. Are loans called salary advances. If an absence is not authorized or for reasons exceeding policy, is a deduction made from the salary, e.g., one-half of one day's salary for an afternoon's leave to go shopping. Is deduction based on actual salary or cost of a substitute.

6.60 Compensation Guides, Contracts and Administrative Staff Personnel

6.601 Are salary schedules or compensation guides to be developed and followed. Are salaries to be competitive with similar positions in the U.S., or locally, or comparable to U.S. business and industry (and U.S. government) in the area. Are salaries based on level of training and years of experience only; or is merit considered. How is merit determined. Does salary reflect the total compensation, or is a schedule used for cost of living adjustment or differential, e.g., a locally hired teacher and a U.S. "imported" teacher with the same level of degree and the same number of years of experience receive the same salary but the import also receives a differential for the greater costs incurred (also round trip transportation to point of origin). Or, do both receive the same amount. Are degrees from all universities and colleges anywhere in the world weighted equally for level of training.

6.602 Are standard contracts issued to all personnel. Are all provisions of contracts legal. What are the purposes of contracts... binding agreement, assure clarity of understanding. Are pejorative provisions to be included; are contracts designed to reward continuation of assignment, penalize non-continuation, e.g., transportation expenses to point of origin and return if continuing, if not continuing, no return transportation.

6.603 What professional positions are needed. How many are authorized.

6.604 What are the minimal professional qualifications for professional personnel. What are the needs related to the school objectives and programs. Are legal or self-imposed minimum qualifications required, e.g., by level of training for working permits or for accreditation. What positions require what levels of qualifications. Are qualifications firm or guidelines. Does the school seek to go beyond minimum requirements.

6.605 What kind of a recruitment program is needed by the school. Is recruitment viewed as a function designed to attract the quantity and quality of professional personnel need to satisfy predetermined needs. What quantity and quality are needed and where can they be located... locally, in the U.S., elsewhere. Does the Board, by policy and practice, create conditions which will attract the kind of personnel needed. Is recruitment to be viewed as a continuous activity. Is recruitment an integral part of the personnel function related to the programs of curriculum and instruction. How are selections made from the recruitment pool. Are qualifications to be measured against position guides or descriptions. Are they available. Are nominations to be made by the superintendent and confirmed or disapproved by the board. Is a selection process developed into policy, e.g.: (1) definition of characteristics to be evaluated, (2) verified information about personnel under consideration, (3) a screening system... involving teachers and principals... to interrelate prospects with needs and to rank applicants, (4) development of a ranked list of eligible candidates, (5) nominations from the superintendent, (6) approval by board; or rejection and (7) superintendent makes another nomination.

6.606 What are the major needs for induction of new personnel; needs of the person and of the school. The person: transportation, health, housing, transportation, shopping, etc. The school: program orientation, schools goals and policies, job orientation, etc. Is induction viewed as the time needed to "get settled," or as the time span from selection through a probationary period of up to three years.

6.607 How are professional personnel to be assigned. To a firm specific position based on a contract, e.g., the first grade; or to any position for which qualified, e.g., primary grades. Are assignments on the basis of school needs matched to personnel qualifications. Are policies flexible enough to meet changing conditions in enrollment patterns. Who determines assignments and under what conditions.

6.608 Is a probationary period required by all professional personnel, or for some. What are the legal constraints.

6.609 How shall professional personnel be evaluated. Is evaluation to be used in considering continuation of employment, merit salary increases, basis for in-service programs, counseling. Who shall participate in deciding what will be evaluated and what criteria will be used. Will the employee be provided with the results of any evaluation made of his performance.

6.610 Under what conditions can an employee be transferred from one position to another; from one school to another; from one school site to another, e.g., a branch school in the same city or in a different city.

6.611 What conditions and processes govern the involuntary separation of personnel. Is everyone to be assured due process. What reasons warrant separation. What provisions are made for a hearing or review. Should the Board serve as the final hearing board. What legal procedures must be followed.

6.612 What policy should govern resignations. Should there be a deadline for voluntary resignations. Are penalties to be assessed for resignations beyond the deadline. Should the deadline date correspond to the issuance of a new contract.

6.613 Are any policy provisions needed for retirements. Are retirements to be recognized in any formal manner. Is there a need for a mandatory retirement age. Are there legal requirements which must be met.

6.614 Are professional employees to be required to have health examinations. What are minimum requirements. When and how often are such examinations to be required.

6.615 What time schedules should be established for the professional staff. Are administrative offices to be open for a normal work day. Are teachers to be scheduled for the same time as pupils, or some time before and some time after, or for a normal work day. Are workloads for professional staff to be established by policy and rules, for example, one period per day unencumbered, or for preparation. Are accreditation requirements involved.

6.616 How are staff meetings to be viewed; their purposes, frequency and conditions of attendance required.

6.617 What policies should cover extra duty and what definition ascribed to extra duty. Is it extra in the sense of not being teaching, for example, supervision of the lunch room, play during recesses and breaks, and perhaps supervision on buses. Is there to be extra pay for extra duty and if so under what circumstances and what kinds of duty.

6.618 Should the school provide travel expenses for professional employees and if so for what purposes. Should travel be viewed as a function to enhance the performance of the employee, to make possible professional improvement, or represent the school at regional, national, and international meetings. What level of expenses should be allowable. Should travel be by less than first class or first class. Should per diem be authorized or should full expenses incurred be authorized. Who is eligible for travel expense and for what purposes. What travel expenses are allowable for return to point of origin for vacation purposes. Under what conditions are such expenses paid and are specified amounts to be reimbursed or is full cost to be reimbursed.

6.619 What policy guidelines should be developed for non-school employment of professional personnel. Can any professional employee, while not committed to his duties at the school, accept additional employment by another employer. For example, can a music teacher teach private music lessons after school, can a teacher teach in another school at night or on Saturdays. Can an employee teach or engage in other occupations at night, on weekends and during holiday and vacation periods. Must such non-school employment be approved by the superintendent and/or the board. Is appropriateness a factor. What legal rights does the school have in restricting non-school employment. Are policies to be encouragement of ethical behavior or specific restrictions placed on a professional employee at the time he accepts a professional position.

6.620 What conditions govern consulting for pay or not for pay by professional employees. Is the policy to restrict, constrain or control consulting activities. What constitutes consulting activities. Is writing a book which will be sold considered consulting. Is service to another school as a consultant permissable and if so under what circumstances. May employees serve as consultants to U.S. universities and colleges for programs operated in the area where the school is located.

6.621 Under what conditions may tutoring for pay be engaged in by professional employees. Can a teacher tutor a child in her own class during after class hours for extra pay or for additional pay to the teacher individually. Under what circumstances does tutoring for pay constitute a conflict of interest. Should tutoring for pay be arranged through the administrative offices of the school or may it be arranged by individual teachers. Are standard rates for tutoring to be established and if so what factors are such rates established.

6.70 Personal Leaves and Absences

6.701 Under what conditions is sick leave to be granted. Are there a specified number of days of sick leave available at full salary, other days at reduced salary and other days at no salary. What are the legal restrictions and regulations involved concerning sick leave. At what point does sick leave require that the employee be replaced. Is sick leave cumulative from one year to another.

6.702 What are the legal requirements and regulations concerning maternity leave and what is in the best interest of the employee and the school. Is maternity leave considered to be part of sick leave.

6.703 Is leave to be granted for certain religious purposes at times when the school is in session. If so under what circumstances

6.704 Is bereavement leave to be granted and if so to what degree of kinship. How many days of bereavement leave are to be granted in any year and are the number of days cumulative.

6.705 Is leave for purposes other than those indicated in 6.701 through 6.704 to be authorized by the school and if so for what purposes. For example, is leave to be granted to a school employee because the spouse's vacation occurs at a time when the school employee is normally committed to the school. Are there circumstances under which leave will be granted before the end of the school year to enable a school employee to accompany a spouse or children for return trips or vacations. Are any of these leaves to be with pay or to be without pay or to be charged for substitute pay.

6.706 What arrangements are to be made for substitutes. Is the employee responsible for identifying his own substitute or is a list of eligible substitutes established and arranged by the principal or superintendent's office. What is to be the pay for substitutes and what are to be the conditions of employment. Are the same qualifications required for substitutes as for regular teachers. How and under what circumstances and arrangements are substitutes paid.

6.707 What vacations and holidays schedule is to be developed for school personnel. Are schedules for vacations and holidays the same for teachers and pupils, or are teachers sometimes required to be at work or for other activities at times when students are on vacations and holidays. What policy should govern employees employed for periods other than the academic year, for example, on ten month or annual contracts.

6.80 Professional Organizations

6.801 Does the school sanction professional organizations for teachers. If so what organizations are sanctioned or approved by the school or is the school simply not involved in recognizing professional organizations.

6.802 May people who wish to organize professional organizations visit the teachers at school during school hours to discuss this with them. If not can arrangements be made at the school after school hours or at other times for such meetings to discuss either membership or formation of professional organizations. Are professional organizations viewed separately from other functions sometimes conducted by professional organizations, such as professional negotiations.

6.90 Non-Professional Personnel

6.901 What are the legal requirements for vacations, holidays, and other similar benefits for non-professional personnel.

6.902 What labor laws govern the conditions of employment of non-professional personnel and how may these be incorporated into school policy.

MAJOR CONSIDERATIONS

6.0 Personnel

An increasingly important consideration for ASOS is to assure that equal opportunity employment practices are followed. Several personnel practices have been followed by ASOS over a long period of time and many people appear to have forgotten why they originally adopted certain practices. For example, the requirement that a person teach in the field for which he or she was prepared is to assure that the teacher knows the content of what he or she teaches. An American school can require a degree from a U.S. university to assure that the person is familiar with U.S. education. It is doubtful, however, that a school should specify nationality as a requirement. The point is that to assure equal opportunity, employers must rely more and more on stating the competencies required for the position and less and less on notions of what characteristics correlate with those competencies. In the U.S., it is not only unequal and unfair, but also illegal to specify the male sex as a requirement for a superintendency. Placement offices in the U.S. cannot legally process recruitment requests which discriminate on the basis of sex, race, national origin, and so forth. For example, an ASOS may specify that a principal must have at least a Master's degree in administration and three years experience in a U.S. school, but not that the position requires a male. Another alternative for an ASOS is to ignore these requirements as not applicable to the ASOS. The wisdom of such an action is highly questionable.

Everyone has the right to be heard and to lodge grievances and to have some process of appeal. The ASOS should develop a policy which has appropriate successive steps for employees to be heard and to appeal decisions. The Board should be the last step internally of the process, which indeed may be removed from the Board's authority at any time and adjudicated under law.

Two relatively insignificant problems in ASOS are the propensity of parents and students to shower school personnel with gifts that are more than tokens and a plethora of groups and organizations which want to solicit one thing or another through the school. Both problems can develop from mild irritation to issues if they are not reasonably regulated. A box of homemade cookies is far more appropriate than a pair of silver candlesticks, and a solicitation of parents to support the Brownies and Cub Scouts is more acceptable for a school than a solicitation for funds for the Royal Order of Chilimakers. Policy will not assure good faith on the part of all, but it should guide the Superintendent and the faculty.

People in general are concerned about personnel records and their nature and their confidentiality. Some records contain unverified information and even gossip. The basic principle involved is that anyone has the right to know what allegations or charges have been made against him or her, to face the accuser and to offer evidence and additional information for the record. A second principle is that one can expect confidential information to be treated confidentially. Policies should assure not only that the nature of records is fair, but also that any historical records which do not meet current board policy are destroyed.

Perhaps the most controversial and disruptive category of policy (or practice) in the ASOS relates to misunderstandings and misinterpretations related to equal pay for equal qualifications and work. The ASOS will usually follow one of three basic practices: (1) they pay what they have to on an individual basis, (2) they have a salary schedule, usually based on level of training and experience, or (3) they have a single salary schedule but classify employees as "locally employed" or as "imports" and provide additionally for imports. The personnel policy the ASOS follows has many crucial implications and consequences for other policies. For example, if a school decides to rely heavily on locally employed personnel and those available are untrained or undertrained, then the school either will have to settle for a rather sterile curriculum and poor instruction or provide a high level of supervision and in-service training. The major point of confusion concerning higher total compensation and benefits for imports than for locally hired employees results usually from a lack of policy and planning. If an ASOS decides that it is going to select a portion of its professional personnel from those recruited in the U.S., it should provide a differential for cost of living, relocation, and so forth. This differential should not be listed as a separate salary schedule, however.

The greatest single advance in the last decade in the ASOS in general is dramatically improved recruitment. Most ASOS now have planned recruitment programs. Such programs were hampered for years by isolation and a comfortable but invalid belief that professional personnel in adequate numbers with adequate training would be available among wives of U.S. employees overseas, or that the allure of overseas work would attract qualified people to the door. Schools should not settle for personnel less qualified than they need, and a recruitment method should be established through board policy.

Perhaps one of the best examples of the interrelationship of policy can be demonstrated by the policies that relate to the induction process. Induction, simply stated, is the time span from which a person is employed until he is functioning in the position (in the U.S., until tenure is given or denied). The two major considerations for the ASOS are: (1) to help the employee with personal needs including transportation, documents, housing, food, and so forth, and (2) to provide the orientation needed to understand school goals, curricula, policies and so forth. In the ASOS, both of these are much more complex than they are in an average new position. To perform necessary functions, the school needs personnel and resources... or more explicitly... determine who is going to perform what functions with what resources. Policy concerning salary advances and/or relocation allowances may be strongly influenced by the amount of money needed by an employee to get a telephone, make deposits for rent and utilities, and perhaps pay school tuition if this is not provided (which it should be for import employees).

School Boards in ASOS tend to underestimate the potential for professional isolation and the need for continuous professional growth and development of personnel. Professional growth opportunities are frequently not provided for the obvious reason of the cost. In addition, there also appears to be a higher-than-average incidence of supervisory personnel who are long-term employees who themselves have become rather comfortable in their isolation and discourage most professional growth and development activities. A rather standard policy in schools, which all

ASOS should consider, is a requirement for recency of training.

Leaves for personnel are of two types... personal and professional. Professional leaves are highly related to policies for professional growth and development. There appears to be a higher-than-average incidence of need for personal leave in the ASOS. The major policy considerations are leave: (1) with pay or without pay, (2) for what purposes, and (3) the need for training not available locally.

SAMPLE POLICIES

6.0 Personnel

6.10 Equal Opportunity Employment

Example 1. The ASI provides equal employment opportunity and the Board directs the Superintendent to maintain and promote non-discrimination in all aspects of recruitment and employment of individuals. All actions and decisions will be made without regard to race, color, religion, sex or national origin. Non-discrimination shall also apply to assignment, promotion, demotion, transfer, determination of salaries and benefits and selection for training.

6.20 Complaints, Grievances, Appeals and Exceptions

Example 1. All personnel shall refer matters requiring administrative action to the administrator immediately in charge of the area in which the problem arises.

Administrators shall refer such matters to the next higher authority when necessary.

All employees shall have the right to appeal any decision made by an administrator to the next higher authority and through appropriate successive steps to the Headmaster. (29, p. 13).

Example 2. Grievance Procedure

LOCAL HIRED EMPLOYEES

a. Recognizing the value and importance of full discussions in resolving misunderstanding and preserving harmonious relations, every possible effort shall be made by the school, the Union and the school's employees to dispose of a grievance or complaint in accordance with the procedure appended below:

   1. An employee having a complaint may bring the matter orally to the attention of his immediate supervisor who shall give his decision to the employee within three (3) working days after it has been brought to his notice.
   2. If the employee concerned is not satisfied with the decision in (1) above, he may within three (3) working days institute a grievance by referring the matter in writing to the attention of his immediate supervisor's superior specifying date, time, place and nature of complaint and action taken in (1) above, and may at this stage if he so wishes be accompanied by two (2) Branch officials and/or one or two of his colleagues. One other member of Management shall be present. The supervisor's superior shall give his decision to the employee within three (3) working days after it has been brought to his notice.
   3. If the employee is not satisfied with the decision in (2) above, he may with one or two colleagues and/or Union officials if he so wishes, within three (3) working days, bring the matter to the attention of the Superintendent

who shall give a decision within seven (7) working days (or at such a later date as may be mutually agreed upon) from the date the matter was referred there. One other member of Management shall be present.

4. Failing a settlement in (3) above, either party may refer the matter to the Labor Ministry for conciliation.

b. The decision of Management on any complaint in respect to the exercise of the Management's rights referred to in Section 17 (2) of the Industrial Relations Act shall be final and shall not be made the subject of a reference to a referee.

c. Any grievance whatsoever shall also be considered waived after one month has lapsed from the date on which the alleged grievance occurred should no grievance be instituted by the aggrieved party.

d. In the event that Management has a grievance against any individual covered by the *Collective Agreement*, Management shall notify the Branch officials within seven (7) working days of the date of the occurrence of the grievance. If no satisfaction is obtained from Branch officials, the matter shall be discussed at Management and Union level.

e. However, in order to expedite the resolution of any grievance, the Union and Management may agree to meet without regard to the procedure as laid down in this section.

EMPLOYEES WITHOUT UNION MEMBERSHIP

a. *Preface.* Good morale is maintained, as problems arise, by sincere efforts of all persons concerned to work toward constructive solutions in an atmosphere of courtesy and cooperation. The purpose of this procedure is to secure, at the nearest administrative level, equitable solutions to the problems which may, from time to time, arise. These proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.

b. *Definitions.* A "grievance" shall mean a complaint by an employee, or employees, that there has been a violation, a misinterpretation, or inequitable application of any of the policies of the Board, administrative procedures or working conditions.

"Days" shall mean working school days.

c. *Procedures.*

1. An employee having a complaint may bring the matter orally to the attention of his immediate supervisor who shall give his decision to the employee within three (3) working days after it has been brought to his notice.
2. If the employee concerned is not satisfied with the decision in (1) above, he may within three (3) working days institute a grievance by referring the matter in writing to the attention of his immediate supervisor's superior specifying date, time, place and nature of complaint and action taken in (1) above, and may at this stage if he so wishes be accompanied by one or two of his colleagues. One other member of Management may be present. The supervisor's superior shall give his decision to the employee within three (3) working days after it has been brought to his notice.
3. If the employee is not satisfied with the decision in (2) above, he may with one or two colleagues, if he so wishes, within three (3) working days, bring the matter to the attention of the Superintendent who shall give a decision within seven (7) working days (or at such a later date as may be mutually agreed upon) from the date the matter was referred there.

4. Failing a settlement in (3) above the employee or the administration may defer the matter to a special committee for impartial arbitration. A committee of three, one member selected by the employee concerned, one by the Superintendent and the other by the two committee members so selected, shall determine the facts of the case and make a recommendation for an equitable resolution of the grievance. The recommendation of the arbitration committee shall be submitted to the Superintendent for his action.

d. All sessions held in connection with the grievance procedure including arbitration shall be closed.

e. A reprisal shall not be taken against any teacher or any participant in the grievance procedure by reason of such participation.

f. All written and printed matters dealing with the process of the grievance shall be filed separately from the Personnel Office file.

g. A grievance may be withdrawn at any level without prejudice and cannot be reopened.

h. Failure by the aggrieved person at any level to appeal to the next level within the specified time period shall be deemed as acceptance of the decision rendered at that level.

i. Any grievance whatsoever shall also be considered waived after one month has lapsed from the date on which the alleged grievance occurred should no grievance be instituted by the aggrieved party. (191, pp. 41-44).

Example 3.

TEACHERS AND EMPLOYEES. Teachers and employees of the school are encouraged to discuss with the Chief Administrator any situation or problem which may have a need of better understanding and agreement.

When problems arise which cannot be solved by the Chief Administrator, any staff member can request an audience with the President of the Board of Directors or with the Board of Directors at one of its regular meetings. If an audience is requested, the Chief Administrative Officer of the School must be the person to arrange this meeting.

Meetings should be held by the Chief Administrative Officer of the School and the teachers whenever academic or professional problems are to be discussed. These meetings are to be called by the Chief Administrator of the school.

PARENTS. Each individual received by the Chief Administrative Officer of the School or the Board of Directors will be given careful consideration. The following procedure should be observed:

1. Initially, all complaints should be submitted to the Chief Administrative Officer of the School.
2. If the complaint cannot be settled satisfactorily by the Chief Administrator, he should then request that this complaint be presented in writing to the Board of Directors.
3. The President of the Board of Directors will then answer each complaint in writing after review by the Board. (61, Sheet 18).

Example 4. Complaints concerning school personnel shall be routed through the recognized channels of communication. The approved route for such complaints is first to the immediate superior of the person in question. If no satisfaction is obtained at that level, complaints may be directed to the Superintendent and finally to the Board of Governors. (191, p. 52).

Example 5. The Superintendent shall establish grievance procedures based upon cooperation and participation on the part of teachers, classified employees, the Administration and the Executive Committee. The purpose of such procedures shall be to solve problems which confront teachers, other school employees, and the schools. (165, p. 15).

Example 6. Any teacher who wishes to appeal the decision of the Headmaster on any subject must make such appeal in writing to the Chairman of the Educational Liaison Committee through the Headmaster. (29, p. 25).

Example 7. The Arbitration Board:

1. An Arbitration Board decides all conflicts arising from the relationships within the Association which may be referred to it by the Executive Board, by the General Assembly, or in accord with provisions of contracts entered into by the School.
2. The Arbitration Board is composed of five members of the Association. Within a time limit set by the Executive Board, each opposing party is to designate two members. These four members elect by majority vote a further member of the Association as Chairman of the Arbitration Board; in the event of a tie, the election is to be decided by lot.
3. The Arbitration Board renders its decisions in the presence of all its members by simple majority of votes cast.
4. The Arbitration Board renders its decisions in accordance with its best knowledge and conscience.
5. The decisions of the Arbitration Board are final. (7, p. 10).

Example 8. Constructive criticism and suggestions to the school are welcome.

The Board places trust in its employees and desires to support their actions in such a manner that employees are protected from unnecessary or spiteful criticism and complaints. (29, p. 69).

Example 9.

TEACHERS AND EMPLOYEES. Teachers and employees of the school are encouraged to discuss with the Chief Administrator any situation or problem which may have a need of better understanding and agreement.

When problems arise which cannot be solved by the Chief Administrator, any staff member can request an audience with the President of the Board of Directors or with the Board of Directors at one of its regular meetings. If an audience is requested, the Chief Administrative Officer of the School must be the person to arrange this meeting.

Meetings should be held by the Chief Administrative Officer of the School and the teachers whenever academic or professional problems are to be discussed. These meetings are to be called by the Chief Administrator of the school.

PARENTS. Each individual complaint received by the Chief Administrative Officer of the school or the Board of Directors will be given careful consideration. The following procedure should be observed:

1. Initially, all complaints should be submitted to the Chief Administrative Officer of the School.
2. If the complaint cannot be settled satisfactorily by the Chief Administrator, he should then request that this complaint be presented in writing to the Board of Directors.
3. The President of the Board of Directors will then answer each complaint in writing after review by the Board. (62, p. 26).

6.30 Solicitation and Gifts

6.301 Solicitation by Staff Members

Example 1. Staff members may not solicit other staff, faculty, parents or students for donations or services except for those causes approved by the Superintendent and organized through his or her office.

6.302 Solicitation of Staff Members

Example 1. Staff members may not be solicited at school by anyone or any group unless the solicitation is approved by the Superintendent.

6.303 Gifts by Staff Members

Example 1. Gifts by staff members to any other school personnel should be limited to token gifts or remembrances, preferably of a non-commercial nature, but in no case to exceed a value of $5.00.

6.304 Gifts to Staff Members

Example 1. It is the strict policy of the School that a teacher should not accept gifts or valuable objects from students or classes.

Parents or students may express their gratitude to teachers or other personnel by means of notes, birthday cards or cards for special holidays. (112, p. 34).

Example 2. Gifts to staff members should be limited to token gifts or remembrances, but in no case to exceed a value of $2.00.

6.40 Personnel Records

6.401 Nature of Records

Example 1. It is required that all certificated personnel have on file with the Director an official transcript of all college or university work as a basis of salary schedule placement and assignments of duties. (4, p. 13).

Example 2. All official personnel information, including individual files, records of inservice credits, evaluations, etc. will be maintained by the Personnel Office.

Permanent file – to contain job applications, transcripts, visas, forms, formal evaluations, salary schedules, inservice credits and Teacher Information Sheet for each school year.

Copies of letters or memoranda regarding the teachers which have questionable value are to be destroyed upon the teachers' departure from school.

An employee may ask to see his file at any time during the year and ask for the removal of specific items through the Superintendent or the grievance procedure provided. (191, p. 44).

Example 3. Personnel records shall be kept on all current employees and shall include the following:

1. Official copies of diplomas to show educational preparation (certified by Notary Public, or equivalent).
2. Letters of reference.
3. Evaluations of teacher activities as well as of contributions to committee work.
4. Changes of status.
5. Other related materials. (29, p. 31).

Example 4. A permanent personnel file shall be established for each teacher, which shall include:

1. Credentials and qualifications.
2. Teaching Experience -- at the American School of Asuncion and previous. This shall include years of experience and grades taught.
3. Yearly evaluation by the Director.
4. Health Records.

These records shall be available to the Board of Directors. (24, p. 49).

6.402 Use of Records

Example 1. Personnel records will be used to verify level of training and experience, to evaluate personnel for salary increases and/or promotions, and as a source of data required for legal documentation or reporting or inspection.

6.403 Confidentiality of Records

Example 1. Personnel records shall be available only for official use by the Board, the Superintendent, the employee's immediate superior or for inspection by accrediting agencies or other groups with Board or legal authority to verify training and experience. An employee has full access to his record at any time to verify its content and the accuracy of the content. If the content is in question and cannot be resolved by simple correction, the employee may appeal to the Superintendent and the Board under policies for appeal. The record may be sent to other schools or institutions only on written request by the employee.

6.404 Storage of Retired Records

Example 1. A file shall be kept of the records of all resigned and retired employees for a minimum of five (5) years. (29, p. 31).

Example 2. Retired records will be kept on file for ten years; however, all employees are advised to have in their possession a notorized copy of their years of service to the school at the time they resign or retire. It is recommended that they use the form from their home state in the U.S. for this purpose, especially if salary schedules in their home state accept years of experience from accredited schools for salary purposes.

6.50 Salary Deduction and Income Tax

6.501 Local

Example 1. On written agreements with personnel, income tax, ranging from 8 to 30 pesos a month, is deducted from one of the two monthly pay checks, and the Social Security fee, about 33 pesos monthly, is deducted from the other check. These deductions are required by Mexican law. (16, pp. 53-54).

Example 2. The school will contribute at the current Central Provident Fund rate, based upon the employee's salary, up to the maximum as defined by the law. The employee must make a monthly matching contribution. (111, p. 32).

Example 3. All personnel are covered by the Caja Costarricense del Seguro Social. This service includes sickness and pregnancy. To use this service, the employee should register in the Caja Costarricense del Seguro Social and he will receive monthly an employer's voucher which should be presented each time the employee goes to a Clinica. This service is paid for in the following manner: Employer 5%, employee 4% of his salary. (112, p. 33).

Example 4. Each teacher at Escuela Americana will be expected to meet his obligation for payment of local income taxes on all salaries paid him by the Escuela

Americana. Import teachers terminating contracts with Escuela Americana will be expected to present their "Solvencias" before receiving vacation bonuses and sick-leave pay. (79, p. 33).

Example 5. The Friday before the 1st and the 15th of each month is payday. Checks are available in the Cashier's Office. Each receipt card shows the teacher the exact deductions which have been made.

Normal deductions are:

Social Security: Anyone making over $80.00 pesos a day pays $23.63 pesos per week for 52 weeks of the year. Discounts are made monthly in accordance with number of weeks in the month.

Mexican Income Tax: This varies in accordance with salary. However, as an example, a person earning a salary of $3,000 pesos a month would pay $146 pesos a month.

Special deductions are:

Pension Plan: Teachers who wish to participate in this savings plan, over and above the 5% that is automatically paid by the school for each teacher, will have deducted the 2½ or 5% participation they have signed up for. This plan is outlined on page 18 under Teacher Welfare, and a special bulletin describes it in detail.

Loans: Loans are made only in cases of grave emergency. No more than the equivalent of a month's salary may be loaned to a teacher at any one time. This loan is payable within 3 months after the loan is made. All loans fall due before the end of the fiscal year in June and must be paid up by that time.

Insurance Premiums: Participants in the special group insurance and hospitalization plans will have their premiums deducted annually as they fall due. See Teacher Welfare.

In-Service Courses: Special college-credit course fees will be deducted from paychecks when the teacher has registered in a course that the American School has arranged at a special price with an institution of higher learning.

Suspension Deductions: See page X of Teacher Attendance.

Vacation Pay: Regular teachers are paid for the 12 months of the year. Any teacher who has worked for two semesters or more will receive 12 months pay. Teachers who have worked for less than a full year will receive a proportionate amount of vacation pay:

eg. 1 month of work = 1/10th vacation pay,
4 months of work = 4/10th vacation pay, etc.

Substitute Pay: Substitutes are paid by the day, for only the days they work, not including Saturday, Sunday or holidays. However, substitutes hired for longer than one calendar month of work are paid as a regular teacher for the calendar month.

Discounts for Children: Children of teachers, or children for whom the teacher is the legal guardian, are given a 33% discount in the American School. This scholarship does not include registration or bus fees.

Children of teachers who are attending the University of the Americas are granted a 50% discount in tuition at that institution in exchange for the same discount given here for children of their staff. Arrangements for this discount should be made with the Superintendent. (20, pp. 11-13).

6.502 U.S. Income Tax

Example 1. The school will provide assistance to equalize the income tax obligation of overseas hired academic staff members above the theoretical U.S. income tax for the same income. (191, p. 32).

Example 2. The payment of U.S. income tax is the responsibility of each U.S. citizen. The school shall make available pertinent information to U.S. employees; however, the employee is responsible for establishing exemptions and filing.

6.60 Compensation Guides, Contracts and Administration of Staff Personnel

6.601 Compensation Guides

Example 1. A salary schedule covering all staff members shall be in effect, which may be amended according to the desires of the Board of Directors. The Director shall adhere to the schedule in the employment of all staff members.

All teachers shall be paid in 13 payments over a period of 12 months, unless their employment is terminated. In the case of termination of employment they shall be paid according to the terms of their contract to date of leaving. (4, p. 15).

Example 2. The salary offered by the Colegio Bolivar is sufficient for the single person to live on and to save a little or do some traveling. The amount left for saving or traveling will depend upon what one considers necessary for living. Coming to teach at the Bolivar is not a money-making opportunity. Salaries have never been commensurate with those in the States. At the most, teaching at the Bolivar provides an opportunity to live in a foreign culture, learn the language and travel to surrounding Latin American countries. (57, V., p. 3).

Example 3. Salary and benefits shall be:

1. *U.S. Imported and Degreed*
   Pesos: 3,250 per month
   12 month contract plus cesentia and prima.
   Dollars: $1,200 re-settlement allowance, paid in 12 installments.
2. *Locally Hired and Degreed in U.S.*

	0–2 yrs. exp.	*3–4 yrs. exp.*	*5 yrs. up*
Pesos:	4,000 per month	4,300 per month	4,600 per month

   12 month contract plus cesentia and prima.

3. *Colombian Degreed*

	0-2 yrs. exp.	*3–4 yrs. exp.*	*5 yrs. up*
Pesos:	3,000 per month	3,300 per month	3,600 per month

   12 month contract cesentia and prima.

4. *Non-Degreed*

	0–2 yrs. exp.	*3–4 yrs. exp.*	*5 yrs. up*
Pesos:	2,400 per month	2,700 per month	3,000 per month

   12 month contract cesentia and prima.

5. *Part-Time Teachers.* Part-time teachers will be paid on a percentage basis. The school day is calculated at 7 periods per day, thus a teacher working 4 periods per day would receive 4/7 of the appropriate salary.
6. *All Teachers.* U.S. degrees above the B.A./B.S. receive 50 pesos per month additional salary (M.A.= +50 PHD/EdD = +100). (61 Sheet 14).

Example 4. A teacher will not be moved from one classification to another after qualifying until the school year following proof of completion of the necessary studies.

Teachers will move annually upward on each scale upon the recommendation of the Director and the approval of the Board of Directors.

Consideration of teacher participation in workshops, university courses, school activities and general dedication to improvement of instruction will be used in determining eligibility for annual increments.

Salaries shall be established each year according to the salary scale approved by the Board of Directors. The salary for the first year of service shall be the minimum salary on the appropriate salary scale unless otherwise determined by the Board upon the recommendation of the Director. In no case will a teacher new to the school be given credit for more than five years of successful teaching experience in a primary or secondary school. Substitute teaching will not count toward this experience. One semester of teaching experience does not count as a year of experience. (79, p. 29).

Example 5. The salary schedule expresses a policy which the Board expects to follow in fixing salaries but is not a contract between the Board and the employees. The Board will make every reasonable effort to maintain the schedule but reserves the right to make any additions, reductions, or other changes which in its judgment may be necessary.

Employees shall be classified at the beginning of the school year for salary purposes. At that time they will be placed upon the schedule at levels warranted by experience, training, position and classification.

In case of a needed reduction in the salary schedule due to lack of funds, all salaries shall be reduced by equal percentages.

Increments for experience outside school may be granted upon recommendation of the Director and confirmation by the Board. (32, p. 7).

Example 6. Any teacher, regardless of nationality, will be given the same pay arrangement as teachers hired from the States, with the exception of transportation rights, if he qualifies in the same manner as teachers hired in the States.

Persons who may not qualify but who show marked ability in the teaching field may receive a base pay of 1,500 pesos per month on a fourteen-month basis. Such persons may be as follows:

a. One who has experience but no degree
b. One with a degree, but not in the area of education
c. One with no experience and no degree, but showing obvious ability.

Persons applying for positions in any of these categories will be subject to close scrutiny by the Director of the school and the Board of Directors.

There may be an exception to any of the above which should receive special consideration from the Board of Directors. (65, p. 38).

Example 7. Each teacher will be expected to assume an extra-curricular activity if requested by the building administrator.

Activities that take an unusual amount of time in addition to the regular teaching assignment will be compensated for as follows:

Boy's & Girl's Intramurals	$100 per person per season (3 months)
Varsity Basketball	$200
Varsity Soccer	$200
Varsity Softball	$200
Varsity Swimming	$200
Music	$150 (2 public performances)
Dramatics	$150 (2 public performances)

School Paper	$150 (6 issues)
School Annual	$150
Swim pool management	$2,000

(172, pp. 16-20).

Example 8. Salaries and Benefits:

1. The salaries of all employees may be made in such a manner as the Board of Education may authorize.
2. The Board shall approve a salary schedule for all professional personnel.
3. Salaries for all professional personnel will be paid ½ in dollars and ½ in Zaires. Regular pay days will be the last Wednesday of each month.
4. For those employees transported to Kinshasa for the expressed purpose of service at TASOK, the following fringe benefits are provided:
   a. Economy rate air transportation for the employee and his family to Kinshasa and, upon completion of the two-year contract, back to his point of origin.
   b. A transportation allowance for personal effects will be paid for entering Zaire and again on completing a two-year contract and final departure according to the following scale:

Employed person	$250.00 or/$300.00 if invoices presented
Dependent spouse	$200.00 or/$250.00 if invoices presented
Children, each	$ 75.00 or/$100.00 if invoices presented

   c. For those employees brought to Kinshasa by TASOK, free housing will be provided and maintained, furnished with minimal but adequate equipment, furniture and utensils. (not to include linens).
   d. All utilities will be provided by the school without cost to teachers.
   e. Costs for obtaining passports and visas will be paid by the school when the bills are presented.
   f. In lieu of pension a 5.5% of the base salary will be paid to all teachers in a lump sum at the completion of the school year. (15% is added (for housing) to the base salary in computing this money, except for local hire.)
   g. A severance allowance of $325.00 for each year of service will be provided after the employee has completed his two-year contract (local hired teachers do not qualify for severance pay).
   h. Medical leave due to illness of the individual or a member of immediate family (husband, wife, child) will be authorized up to 15 days a year and may be accumulated up to a maximum of thirty days from year to year. Up to 15 of these days may be taken as bereavement leave in the event of death in the immediate family.
   i. Teachers, after completing a two-year contract and signing a second two-year contract prior to May 30th, will be given an economy fare to the U.S. and return.
   j. All airline tickets will be paid for by the school through the travel agents serving the school at the time. Cash payments to teachers will not be made for the purpose of buying airline tickets. If teachers choose not to travel by airplane and can demonstrate to the administration that an alternate method will be used, an equivalent amount will be paid in cash to the teacher. (172, p. 16).

Example 9. The ASI shall establish a compensation guide for all professional employees based on level of training, years of experience, level of responsibility and merit. The guide is to be reviewed annually by the Board and is subject to change if conditions warrant. All employees will be paid basic salaries according to the guide. At the time of employment, each employee will be classified as locally employed or as an expatriate. Expatriates are employees who move to Internationalle specifically for the purpose of employment at the ASI. Expatriates are eligible for differentials, as determined by the Board, for cost of transportation and relocation, cost of living, and full tuition subsidy for dependent children in the ASI.

6.602 Contracts

Example 1. The instructional staff shall be assembled two weeks prior to the opening of school (unless otherwise designated by the Superintendent of Schools) for the purposes of personal chores such as getting moved into their homes; attending faculty meetings as directed by the school administrators; and helping with registration of students.

1. State-side recruited teachers will be expected to serve for a minimum period of two years and will be expected to sign a contract for that period of time.
2. Upon completion of the first two-year contract, a teacher may sign a one-year contract. The one-year contract provides all benefits for a third year teacher with one exception; the school will guarantee only a one-way airline ticket for a person signing a one-year contract. After completion of two one-year contracts, return transportation will be paid to point of origin. (no baggage allowance)
3. Written notice of at least one month (thirty calendar days) in advance will be given by the employer (or one month's salary will be paid) should it become necessary to terminate this contract. The employee in turn agrees to give notice in writing thirty calendar days in advance should he find it necessary to terminate his contract.
4. The school guarantees the repatriation of the employee should it become necessary through some national emergency prior to the termination of the contract.
5. The school will not assume responsibility for the freight or transportation of teachers resigning before the completion of their contract.
6. No other agreements expressed or implied shall be binding unless attached hereto and signed by the employee and the President of the School Board or his delegate. (172, pp. 14-15).

Example 2. Teachers who are hired on the mid-year contract basis are paid the same as teachers hired on the January-to-October basis.

The contract year for a teacher hired from mid-year to mid-year includes 10 school months and two vacation months. Teachers may collect their salary in 10, 20, 12, or 24 payments; in other words, at the end of each month or on the 15th and 30th of each month during the contract year. Teachers who elect to receive 10 or 20 payments should not later request payments during November and December. (25, App. II, p. 1).

Example 3. Director's Contract

CONTRACT BETWEEN
THE AMERICAN SCHOOL OF ASUNCION
AND

This Contract, from ________________________ to ________________________ between the Board of Directors of the American School of Asuncion, Paraguay, represented by the President (hereinafter called "Board"), and above-named Director

WITNESSETH THAT:

WHEREAS, The Board under article IV, Section I, of the Statutes, is charged with the overall responsibility for the conduct of the affairs of the American School of Asuncion, such responsibility to be discharged on a day-to-day operational basis through a qualified and capable Director:

WHEREAS, the Director represents that he is qualified by training and experience and is willing to undertake the performance of the work and services set forth in article I herein;

NOW, THEREFORE, the parties hereto agree as follows:

ARTICLE I – SERVICES TO BE PERFORMED

A. *Purposes and Objectives*

Under the overall policy guidance of the Board, the Director shall be responsible for the supervision and administration of the School, including: Budget and Finance, Personnel, Maintenance, Scholastic Program, Exterior Relations, and Miscellaneous Reports.

B. *Duties*

A general guide to the duties of the Director is included in the Policy Manual. This section is attached and forms a part of this contract.

ARTICLE II – DIRECTOR'S COMPENSATION AND REIMBURSEMENT

A. *Compensation*

The Director's right to compensation shall commence upon his arrival in Asuncion, but in no event earlier than ________________________ and shall continue until ________________________, subject to the provisos in Article III, A. of this contract.

In consideration of the services to be performed by the Director under this contract, the Board agrees to compensate to the Director in salary at the annual rate of

____

Such compensation shall be paid in dollars, divided into monthly payments, which payments shall be made on or before the first day of the next succeeding month.

On arrival in Asuncion, the Director shall be paid a relocation allowance of $200.00.

The Director shall be reimbursed upon presentation of receipts for payments which he has made for health and medical insurance premiums under a health plan of his choice, covering himself and dependents, if any, up to the amount of $300 per year.

The Director may enroll his children in the American School of Asuncion free of tuition charges and other charges normally levied by the school on students enrolled therein during the life of this contract.

The Director shall be entitled to the use of the school vehicle when it is not required for school business. The vehicle shall be in his possession and control. Cost of repairs and insurance shall be defrayed by the school. This vehicle shall not be taken outside the territorial limits of Paraguay. The Director shall be expected to cover the costs of any trips or excursions of a personal nature outside Asuncion. The following amount shall be charged monthly to the Director for personal use of the school vehicle within the limits of Asuncion

____

B. *Leave*

During the period of service hereunder, the Director shall be entitled to vacation leave, at the rate of two working days per month, and sick leave, when and if required, at the rate of fifteen working days per year. Vacation or sick leave taken in excess of said rates shall not be compensable. No payment shall be made for sick leave earned but not taken. Payment for annual leave earned but not taken shall be made only upon early termination of the contract under a condition listed in Article III, A.

C. *Transportation*

After execution of this contract by both parties, the Director, and dependents, if any, shall be provided by the Board with one-way Economy class air tickets from his United States residence to Asuncion, Paraguay, by the most direct route, serviced by U. S. carrier. The Director shall receive with his ticket an allowance for 80 pounds of prepaid accompanied excess baggage and 200 pounds of prepaid unaccompanied air freight. The School shall pay for custom clearance of the air freight, in Paraguay.

At the completion of his contract, the Director and dependents shall receive similar return transportation and baggage allowances to his United States residence by the most direct route, serviced by U. S. carrier.

ARTICLE III – DURATION OF CONTRACT

A. *Duration and Termination*

This contract may be terminated before ______________________________ under the following conditions:

1. By the Board on not less than 90 days notice in writing to the Director.
2. By the Board in the event of sickness of the Director, as certified by a Doctor of Medicine, approved by the Board, which is of such nature as to prevent the Director from the timely completion of his duties.
3. By the Board without advance notice in case it deems the Director guilty of grave misconduct or any breach of any obligation herein contained.
4. By the Director upon submission of 90 days prior notice to the Board.

B. *Compensation Upon Early Termination*

If the contract is terminated before completion, the Director shall be paid compensation earned under this contract and annual leave accrued only to the date of termination. The return transportation and baggage allowances provided in

Section II, C, above, shall be provided by the Board only under conditions 1 and 2 of Article III, A, above. If the contract is terminated under conditions 3 or 4 of Article III, A, the Director shall bear his own return transportation expenses.

C. *Renewal of Contract*

This contract is subject to renewal by mutual agreement on the part of both parties. The option to renew must be exercised not later than ____________________. Negotiations for home leave, if the contract is renewed, can be made at this time.

____________________ Director	____________________ President of the Board
____________________ Date	____________________ Date

(24, Contracts).

Example 4. The following contracts shall be issued:

1. *GRANT TEACHING CONTRACT:* Teachers qualifying for a Grant Teaching Contract shall (1) be hired from the U. S. and (2) hold a Bachelor of Arts degree from an accredited university.
2. *LOCAL-HIRE FULL-TIME TEACHING CONTRACT:* Teachers qualifying for a Local-hire Full-Time Teaching Contract shall (1) hold a Bachelor of Arts degree from an accredited university (2) be required to give proof of enrichment courses every three years and (3) be enrolled in English language instruction until an English Language Fluency Test is passed, if deemed necessary by the Director.
3. *PART-TIME CONTRACT:* Teachers qualifying for a Part-time Contract shall be hired by the Director, subject to Board approval.

TEMPORARY ASSIGNMENT WITHOUT CONTRACT: Teachers not qualified for a contract, who are assigned on an emergency basis to fill a position where a degree teacher is not available, shall be employed without contract until a qualified teacher is available, in accordance with the Manual of the Southern Association of Colleges and Schools. (24, pp. 47-48).

Example 5. A teacher hired by the American School Foundation A. C., must sign a contract which explains basic policy. The terms of this contract are:

> The American School Foundation agrees to hire ____________________ and will obtain his legal working permit at its own expense. However, if for any reason the teacher should leave before having taught a full school year, he is to reimburse the school for the cost of this permit.
>
> A full school year is considered to include ten full teaching months and the Pre-school Workshop. When a teacher has worked the full ten months, including this workshop time, he receives two months vacation pay. For any teaching time less than the complete year, he receives the proportionate amount of vacation pay, on a 10 month basis.
>
> The American School reserves the right to make and change teaching assignments in accordance with school needs, at any time during the year.
>
> A teaching assignment is understood to include any extra duties considered necessary by the Department Principal.
>
> Teachers involved in any legal difficulties during their stay in Mexico

under contract to the school, will first consult with the school attorneys before taking any legal action or seeing any other attorney.

Teachers under contract to the American School are covered by an insurance policy which provides them with protection against accident. They are also insured by Mexico's Social Security system. Tardies, absences and illnesses will be handled in accordance with the terms of both these policies.

Classroom teachers are hired for seven hours a day of working time, in accordance with the contract they sign with the American School Foundation. This contract specifies legal holidays and vacation time. Physical Education teachers are hired for a full eight-hour day.

Teachers are responsible for keeping their Mexican work permits up to date. Requests for renewals must be made to our school attorney 30 days in advance of the expiration date. All fines on overdue or lost papers are the teacher's responsibility. (20, p. 8).

Example 6. All contracts with instructional personnel who are recruited in the United States shall be in writing and signed by officers of the Board as provided in the Constitution. Contracts shall be of the following types:

1. *Regularly Employed Stateside Teachers.* Contracts for regularly employed Stateside teachers shall be for a period of one year.
2. *Teacher Interns.* Contracts for teacher interns shall be for a one year period with salary commencing July 1. Interns should arrive in Recife at least two weeks before the opening of school and shall remain until all materials, books and reports are turned in as required.
3. *Teachers on "Exchange" Contracts.* Teachers on "exchange contracts" will be employed for a period of one year. Specific terms of the contract will be established after conferring with the sponsoring school district in the United States.
4. *Locally Employed Teachers.* Locally employed persons will be employed on an oral contract only. Payment is to be in local currency for a 12 month period. Such teachers are guaranteed an annual salary according to the adopted salary schedule and will receive 13 equal payments, two of which will be in December as provided for in Brazilian law. The Cruzeiro salary of such persons may be adjusted four (4) times during the school year. These times are August 15th, October 15th, February 15th and April 15th at which time tuition is also collected. (Sept. 19, 1967 Board minutes.)
5. *Continuing contracts.* Contracts may be extended upon recommendation of the Director and confirmation of the Board. Such contracts shall be subject to annual review. Continuation of a contract is not to be construed as a granting of tenure. (32, pp. 4-5)

6.603 Professional Positions and Duties

Example 1 The teaching load has been thought of as five teaching periods per day, one supervision period per day, plus some participation in extra-curricular activities, with the rest of the time unassigned. Now, however, those 30 periods of teaching and supervision have come to be a maximum for secondary teachers rather than an average amount, due principally to the change in extra-curricular activities beginning in 1960.

The extra-curricular activities have been fitted into four special periods per week with time taken from the regular class periods, thus not lengthening the time of a teacher's assigned duties by his having an extra-curricular activity. It is not expected that much outside time will be spent in conducting these activities except at the beginning of the year when they must be planned and during certain times of the year if the activity involves giving a play or preparing for a concert or something of that kind.

Thirty class periods per week made up of regular classes, supervision, and extra-curricular activities would amount to 5 hours 45 minutes of assigned activities per day and 50 minutes per day of unassigned time, or 38 hours 45 minutes of assigned activities and 4 hours 10 minutes of unassigned time per week.

Sometimes it is asked whether teachers could do all of their work during the hours that they are required to be at school with the addition of the hours needed for meetings, conferences with parents, PTA meetings, and so on? Clearly the answer is no. If the teacher cannot complete his responsibilities in the minimum time required at school, about how much additional time is required? Could a teacher do his job in a 50 hour week, for example? The school believes that the efficient teacher could meet minimum expectations of pupils, parents, and the administration with 40 to 45 hours of work per week.

Some teachers at the American School are known for their ability to do all their work in less than 40 hours per week and to do a good job. Others spend many additional hours and are still not satisfied with their work. (25, Sec. 3, pp. 2-3).

Example 2. Teacher's responsibilities are divided into two categories.

A. General

1. All faculty members are to attend their classes, meetings, and duties punctually and regularly.
2. Presence during civic or school functions organized by the school or by the Ministry of Education is obligatory for all faculty members.
3. When necessary, the school will require the presence of the teacher on Saturday mornings.
4. Because of the nature of the school, a teacher may be assigned a certain amount of study, translation, adaptation, or investigation aside from his regular teaching activities.
5. All faculty members are expected to help maintain order and efficiency in the entire school at all times.
6. The teacher should teach in accordance with the objectives of the school.
7. The teacher should constantly try to improve his teaching methods, taking advantage of the facilities offered by the school.
8. When appointed to committees, the teacher is expected to serve to the best of his ability.
9. It is the teacher's responsibility to see that the equipment used by him or his class is well taken care of.

B. Specific

1. Work Load – The school attempts to assign a reasonable work load to all teachers. The general work load is heavier, however, than in the ordinary school in Guatemala or in the United States for several reasons:
    a. The American School is a laboratory school and has accepted heavy responsibilities toward Guatemalan education.
    b. The American School is a bilingual school and the dual language program makes organization more complicated and requires more exact coordination, placing an emphasis on efficiency

and punctuality.

c. Through a process of natural selection during the 15 years of the school's existence, the permanent employees who have remained with the school are those who are genuinely interested in the school's objectives and are willing to give generously of their time on behalf of the school.
d. Since the permanent teachers and administrators are generally a hard-working group, there is a tacit expectation at least that new-comers demonstrate similar dedication.
e. In recruiting both Guatemalan and United States teachers, only the seriously interested teachers are considered.

It is very possible that the greater load at the American School comes as much from intangible aspects of organization and management and the recognition of the responsibilities involved as it does from the actual number of hours or intensity of the work. (25, Sec. 3, pp. 1-2).

Example 3. Teachers will be expected to carry out all of the duties of their positions as indicated by the Board of Directors, the Administration, and by commonly accepted professional standards to the best of their ability. This includes proper classroom and general school discipline, attention to the details of teaching, the keeping of proper records, filling out of reports, etc.

Teachers shall not be absent from duty without notice.

Teachers shall assist in the care and protection of school property.

Teachers shall discuss their evaluations with the Principals and make every effort to improve.

Teachers shall show proof of proper credentials for teaching as required by the Escuela Americana, the Ministry of Education, and the Southern Association of Colleges and Schools.

Teachers shall provide such personnel records as are necessary for work at the Escuela Americana. (79, p. 28).

Example 4. Pre-Primary and Primary Teachers' Duties in General:

a. Follow the school program prepared by the Chief Administrative Officer of the School and approved by the Board of Directors.
b. Be punctual in all aspects of their work. In case of absence, notify the School indicating the reasons. Present a medical certificate in case of sickness.
c. Take class roll and keep record of daily attendance and tardiness of children. Keep a daily grade book.
d. Take care of discipline and security of children when going to or from school rooms and at recess time on the playground.
e. Keep up-to-date student records and special statistics requested by the Institution of the Ministry of Education.
f. Lesson plans should be prepared for daily work and turned in to the Office when requested by the Chief Administrator or respective Principal.
g. Teachers should attend teachers meetings when called by the Chief Administrative Officer of the School or Board of Directors, or other School Official.
h. Work closely with the Guidance Department in all matters concerning students in their section.
i. Teachers should attend and cooperate with the school's assemblies and extra-curricular activities.

j. Elaborate a yearly and weekly plan of the club or extra-curricular activity which the teacher is responsible for and present it to the Principal upon request.

k. Be in constant contact with parents informing them about their children's progress by letters, phone, meetings, etc.

l. Teachers are expected to devote their full working time to school activities.

m. Be responsible for the care of all materials, teacher's editions and equipment used in their classrooms.

n. Check their mail box daily for notices, circulars, etc.

o. Accompany their students to special classes (Art, Music, Physical Education, etc.) and return with them to their respective classrooms after the special class is over.

p. Lock and unlock their classrooms following the schedule made by the Primary Principal.

q. Any and all other duties of a professional nature that may be assigned by the Chief Administrative Officer of the School.
(112, pp. 7-8).

Example 5. High School Teachers' Duties in General:

a. Follow the School program prepared by the Chief Administrative Officer of the School and approved by the Board of Directors.

b. To follow the course of study approved by the respective department.

c. Be punctual in all aspects of their work. In case of absence, notify the school indicating the reasons. Present a medical certificate in case of sickness.

d. Take class roll and keep record of daily attendance and tardiness of students.

e. Take care of discipline and security when going to or from the school rooms and at recess time.

f. Lesson plans should be prepared for daily work and turned in to the Office when requested by the Chief Administrator or by the High School Principal.

g. Teachers are expected to devote their full working time to school activities.

h. Teachers should attend teachers' meetings when called by the Chief Administrative Officer of the School, Sub-Director, or High School Principal.

i. Teachers should attend and cooperate with the school's extra-curricular activities.

j. Any and all other duties of a professional nature that may be assigned by the Chief Administrative Officer of the School.

Measures will be taken against those teachers who do not comply with these norms or with those of the "Reglamento de Trabajo," according to the case. (112, pp. 8-9).

Example 6. Teachers Class Duties

1. Submit to the Director weekly lesson plans.
2. Leave definite lesson plans for the next day in their desks each afternoon.
3. Make out monthly report cards and academic warning notices.
4. Give standardized tests issued from the office and special tests which accompany teaching materials.

5. Keep rooms open and be available in their rooms from 7:30 a.m. until 4:30 p.m. daily.
6. Keep accurate records of attendance, lateness, and grades.
7. Make definite assignments daily so that students can understand what is expected of them.
8. Make good use of all library facilities.
9. Start classes punctually and dismiss on schedule.
10. Be sure that all students assigned to their classes remain unless excused in writing by the Director. (65, p. 26).

Example 7. Each teacher is under the general direction of the Director and immediately responsible to the principal for carrying out the policies of the Board of Directors as they relate to the function of the school, to the classroom, and to the immediate contact with pupils and parents. The duties require considerable judgement to work independently toward general results, devising new methods, modifying or adapting standard procedures to meet new situations and conditions, and make decisions guided by precedent and based on school policy. Under administrative direction a teacher must never deviate from the standards of performance established within the policies or budgetary limitations. The contacts with the community require a high degree of diplomacy, judgement, and the ability to deal with and influence persons in all types of positions. The general supervision of students carries the responsibility for the education and well being of each student. Considerable discretion is required in handling certain confidential data of major importance. Any professional employee may be suspended by the Director for good cause, and such action should be reported immediately to the members of the Board of Directors and a meeting shall be called for decisive action. Teachers may be dismissed for just cause and by procedure authorized and permitted by law.

The following duties are listed as a guideline of what may be required of a teacher at Colegio Karl C. Parrish:

1. As a condition of employment a teacher shall accept such reasonable in-and-out of class assignments as are deemed by the Administration to be necessary to the proper conduct and fullest service of the School. The direction of extra-curricular activities of the school shall be normally considered as part of the regular teaching assignment.
2. A teacher shall follow the school program and courses of study prepared by the Director and approved by the Board of Directors.
3. To the extent required by the Principal, a teacher shall keep a register of the enrollment, daily attendance and tardiness, make out report cards and file the grades on the student's records in the office, and provide other required statistics of the class or classes in his or her charge within the specified time limitations.
4. When and whenever the situation may arise, a teacher is responsible for the discipline and security of the student body as a whole and for the care and welfare of the school property whether the location is the classroom, laboratory, hall, playground, any other part of the school premises.
5. A teacher is expected to devote his or her full working time and dedication to school activities.
6. A teacher shall prepare lesson plans for daily instruction in advance and present them to the office upon request by the Director or Principal.
7. Unless otherwise instructed by the Director or Principal, a teacher shall be present in his or her classroom at least 10 minutes prior to the beginning of school.

8. A teacher shall be available after school for a reasonable time to assist students, interview parents, attend meetings, and perform such other functions as will promote the welfare of the school.
9. When called by the Director Principal, or Board of Directors, a teacher is expected to attend faculty meetings and in-service sessions.
10. A teacher is expected to attend Parent-Teacher Association meetings and functions unless excused by the Director.
11. A teacher should attend and cooperate with extra-curricular activities sponsored by the school.
12. In case of absence or disability, a teacher shall give prompt advance notice to the Principal in order that a substitute may be provided. Only substitutes approved by the Director shall be employed.
13. A teacher should make full use of the Supervisory and consultative services provided by the guidance and counseling office of the school.
14. At such date as specified by the Director, a teacher shall report to the school for orientation and preparation of classes for the new school year.
15. A teacher may begin summer vacation after completion of the dates set forth in the Principal's check list at the end of the year.
16. A teacher shall fulfill any and all other duties of a professional nature not specified herein that may be assigned by the Director of Colegio Karl C. Parrish.

NOTE: Teachers are to be advised that no organization nor association, other than the official school structure set forth in this manual; is authorized to speak or act for the school in any matter. (62, pp. 22-24).

Example 8. Instructional Services Personnel:

Professional staff is available to help teachers in areas of special concern:

LIBRARIANS: Both the high school and elementary libraries have a full-time librarian to help students and teachers find reading and curriculum materials. Librarians will be glad to help you develop recommended and required reading lists, find books relating to your curriculum, work with your class or with groups of students on library skills or special research projects, by previous arrangement with you.

EDUCATIONAL MEDIA CENTER DIRECTOR: This center offers a complete professional library of books, pamphlets and periodicals in the field of education, it provides resource units files in major subject matter areas; audio visual machines, equipment and materials. The Director of this center will help you find films, pictures, teaching aids unit ideas for your teaching needs.

COUNSELLORS: Our full-time counsellors will help you with your student-personnel problems. These counsellors will help you identify a problem child, collect data, work with principal and parents in the task of helping this child do better in your class. They offer testing and vocational materials information for individual students for your class. They serve as liaison between the school, the parents and any outside professional services the child is receiving. They can be of help in scheduling and placement suggestions for the student who may need readjustment in the school.

TEACHER COORDINATORS: An Elementary consultant, a Math and Science consultant and the Curriculum Coordinator are at your service in your instructional program problems. They will help you develop unit and lesson plans, look for materials, implement methods, improve your teaching program in any way they can best serve you and your students.

SCHOOL TEXTBOOK CLERK: This clerk provides the teacher with the sets of school-owned texts and supplementary books that teachers request throughout the year. She handles inventories and processes the books and workbooks used under the supply system. (20, pp. 6-7).

Example 9. The Superintendent shall prepare, for Board review and approval, a guide to all professional positions in the school and the principal duties assigned to each position. The Superintendent may change and reassign duties; however the creation of a new position must have the approval of the Board.

6.604 Professional Personnel Qualification

Example 1. All of the teachers are professionally trained and licensed. A high standard of professionalism is maintained at all times. (3, p. 3).

Example 2. In order to teach in the American School Foundation, a teacher must hold a degree from an accredited college. In addition, a Teacher's Credential is preferred, though a minimum of 12 college credits in the field of Education is acceptable. Spanish teachers in the regular elementary program must be Mexican citizens and meet the requirements of the Ministry of Public Education.

Teachers in high school must have degrees with college majors or minors in the subjects which they teach and otherwise meet the standards of the Southern Association of Colleges and Schools.

All teachers must file with the Superintendent's office a copy of their college credentials and Teacher's Certificate. Elementary teachers must file with the Ministry of Public Education through their Principal. (20, p. 9).

Example 3. It shall be the policy of the Board to employ insofar as possible persons who are fully qualified teachers. Preferred are those who have earned at least a bachelor's degree and a teaching certificate in one of the states or territories of the United States. Locally employed Brazilian teachers should be fully qualified to teach in the schools of the State of Pernambuco. Persons with lesser qualifications should be employed only as a last resort. (32, p. 4).

Example 4. Elementary teachers must have a bachelor's degree or the equivalent and two (2) years' experience teaching at the elementary level. The degree should include fifteen (15) semester hours or the equivalent in elementary education.

Secondary teachers must have a bachelor's degree or the equivalent in the subject field to be taught at ASM and two (2) years' experience teaching full time at the secondary level.

The school librarian must have a master's degree in Library Science. A bachelor's degree in education or the equivalent plus two (2) years teaching or school library experience is an acceptable substitute for the master's degree.

All other academic staff must meet the minimum teacher requirements, as stated above.

To determine that a candidate is "fully qualified" as per the above, and hence the appropriate salary, the teacher's credentials will always be examined in the light of the specific position to be filled at ASM. (29, p. 21).

Example 5. All employees recruited from the United States must be certified by the State in which they have been teaching. The responsibility for certification lies with the individual. All dependents of Government employees who are employed as teachers are responsible to furnish proof of certification. (4,p. 13).

Example 6. In order to teach in the American School a teacher must hold a degree from a standard college. Those who teach in the kindergarten and elementary department must show that their training has especially prepared them to teach the age and grade of children under their care. In addition, Spanish teachers in the elementary department must be native-born Mexican citizens and meet the requirements of the Ministry of Public Education. English teachers in the elementary department must also be accepted by the same Secretariat.

Teachers in high school must have degrees with college majors or minors in the subjects which they teach and otherwise meet the standards of the Southern Association of Colleges and Secondary Schools.

All teachers must file with the Superintendent's office a copy of their college credentials and Teacher's Certificate. (16, p. 41).

Example 7. To whatever extent possible the school will employ qualified permanent residents of Quito. (41, p. 1).

6.605 Recruitment and Selection of Personnel

Example 1. Teachers are sought in four principal ways:

a. Utilizing the services of International Schools' Service
b. Placing ads in the U. S. newspapers and professional magazines
c. Making contact through personal acquaintances
d. Sending the Director to the U. S. for recruiting

Interested persons will be issued the school's printed application form and five evaluation recommendation sheets to be distributed to references and returned to the Colegio Bolivar.

Once applications are reviewed and approved by the Board of Directors, a comprehensive letter of information should be forwarded to the candidates. The letter should contain the following:

a. A sketch of the physical plant
b. A statement of the school's procedures
c. A list of specific duties for teachers
d. A list of the data expected from candidates.
(57, V, p. 2).

Example 2. All teachers of Escuela Americana shall be appointed by the Board of Directors upon the recommendation of the Director. In making recommendations the Director will be guided by the training, experience and personality of the applicants, recommending that person who, in his opinion, represents the highest possible type of instructor.

Applications for employment are directed to the office of the Director.

Screening procedures will be established which will involve the Principals and Department Coordinators.

The Director and/or his designated representative will make every effort to interview applicants personally before making a final recommendation. (79, p. 27).

Example 3. The Board of the ASI shall create conditions in the school which will attract and retain qualified personnel. A recruitment program will be developed by the Superintendent based on both the quantity and quality of personnel needed. The Superintendent will select personnel for recommendation to the Board who meet the personal and professional qualifications for the positions and who meet accreditation standards.

6.606 Induction

Example 1. The adjustment of new teachers to overseas living may often depend upon the success and completeness of the orientation program.

New teachers should begin their stay with a feeling of warmth that comes from being welcomed. For example, the first need of new people is to have someone from the school meet them. Returning and/or local teachers, a small group of parents, perhaps two graduates of the school and the Superintendent could comprise a representative group to meet the new teachers as they step from the plane.

The next need is to locate the teachers in housing. Teamed with a "Buddy" teacher or parent, the new teacher gets settled and learns where to shop and all the other necessary information for feeling at home before school begins.

In meetings which follow, new personnel will want to know about:

1. Needed government documents for residence in the country,
2. Money exchanges and banking procedures,
3. Medical facilities and their availability,
4. Security,
5. Entertainment and recreation and,
6. Transportation

Various people in and out of the school will be available to assist in presenting the above information. Bankers can present needed information in their area. Embassy personnel are willing to help in security, and documents. Local teachers are knowledgeable concerning recreation, transportation and medical facilities.

Finally, meetings concerning school need to be held. New teachers want to meet returning ones and the administrators. They want to learn about school rules and regulations, policies, philosophy, and organization.

New personnel want time to arrange their classrooms, prepare lessons and learn procedures during orientation week. For this and other reasons their time should not be taken up in a myriad of social events. During the school year, time will be devoted to such activities. Also, free time should be provided in the orientation week for doing what these teachers want and need to do on their own.

Ladies' clubs are often willing to provide luncheons on meeting days. The school board may wish to invite the complete faculty to a dinner at one of the city's hotels. (84, p. 6).

Example 2. The Superintendent should organize a planned program for the induction of new personnel to the ASI. The plan shall include resolving personal needs and a systematic means of familiarizing the employee with school goals, programs and specific responsibilities of the new employee. Supervision and guidance of new employees shall be provided regularly during the first year of employment.

6.607 Assignment of Professional Employees

Example 1. The Superintendent makes all assignments and transfers of employees upon recommendation of his principals. He also informs all teachers of their specific assignments as soon as possible before the opening of each semester although because of late resignations and other unexpected changes it is not always possible to make definite assignments until the day teachers report for duty.

A teacher is expected to be prompt and diligent in such matters as being in place and on time at faculty meetings, duty assignments, classroom sessions, assemblies, etc. A professional attitude is expected in the handling of special reports and routine administrative procedures. A spirit of loyalty is expected toward school activities and the program. The success of any school will reflect the loyalty and cooperation of its teachers, students, patrons, and directors. If the teachers fail to lead the way it is not likely that others will follow. The teacher is expected to give a reasonable amount of time to school activities such as P.T.A. meetings, athletics, plays, faculty socials, graduation exercises, in-service program, student social activities, etc. (16, p. 40).

Example 2. Assignment and Transfer of Teachers:

1. Teachers at The American School are classified into two categories:
   a. *Stateside hire*—are teachers recruited from the States and brought to Kinshasa (TASOK) for the express purpose of employment in the school.
   b. *Local hire* are qualified teachers who are in Kinshasa and are employed to teach in the American School.
2. Teaching assignments are generally for a period of two years.
3. If a teacher desires a transfer, the request shall be submitted to the Principal and to the Superintendent in writing by January 1st. Consideration will be given to abilities, priority and seniority.
4. Verification of assignment will be made prior to April 1st when possible.
5. Any transfer originating with administration should follow a conference with the teacher discussing the reasons for the transfer.
6. In all assignments and transfers, whether of classroom, grade, or subjects taught, the needs of the pupils, the general welfare of the school and the personal desires of the teacher shall be considered.
7. A teacher in the system should be given first consideration for transfer to another position in the system for which he is qualified.
8. The hours and duties required by the position will be established by the school administration and may be changed at any time if it becomes advantageous to do so, subject to prior discussion and agreement with the involved parties. (172, p. 14).

Example 3. The Headmaster, with the advice and counsel of the Directors, shall assign duties to the teaching staff. When it becomes necessary to make changes in these assignments, the teacher shall be fully consulted.

A teacher may request a change in assignment through his Director.

The Board encourages promotion from within (29, p. 32).

Example 4. The Director has the responsibility for the assignment of all personnel on the basis of needs and preparation. He shall be assisted by the recommendations of the Principals. (79, p. 27).

6.608 Probation of Professional Personnel

Example 1. Discipline with respect to faculty members shall be taken in accordance with the principles of Brazilian law except in the case of U. S.-hired teachers. In the latter case the Headmaster may, without prior approval of the Board, relieve a member of the faculty from his duties for a period not to exceed three days and shall immediately report the cause for such disciplinary action to the Board of Directors, who thereupon will jointly decide with the Headmaster the extent of any further and more serious penalty. (75, p. 4).

Example 2. All employees of ASI shall be considered to be on probation during the time of their initial contract. During this period, the school will determine if it wishes to continue the services of the employee and the employee will decide if he or she wishes to continue being employed by the school.

6.609 Evaluation of Professional Personnel

Example 1. This is a check list of items to be considered by the evaluating administration in their yearly teacher evaluation and does not mean all items necessarily will be checked.

a. *Sound Teaching Methods*
   1. Does the teacher understand, communicate and teach within a framework of the American School philosophy of education?
   2. Is the teacher following the school's child-centered philosophy?
   3. Does the teacher allow for individual differences?
   4. Does the teacher apply sound principles of educational psychology?
   5. Does the teacher stimulate pupil interest and participation?
   6. Does the teacher foster study skills and critical creative thinking?
   7. Is the lesson well planned and organized and good material available?

b. *Teacher-Student Relation*
   1. In the classroom:
      a. Is the classroom attractively decorated?
      b. Does classroom display pupils' work?
      c. Is the teacher's appearance appropriate?
      d. Is the teacher's voice pleasing?
      e. Does the teacher show warmth to the student?
      f. Is his classroom controlled but relaxed?
      g. Does he make an effort to know his pupils?
      h. Does he use information on Cum cards to gain a better understanding of his students?
   2. Outside his classroom:
      a. Does he attend student activities when asked?

c. *Teacher-Teacher Relation*
   1. Does he have an ethical, professional attitude towards other teachers and their work?
   2. Does the teacher contribute to staff morale?

d. *Teacher-Office Relation*
   1. Is the teacher prompt with reports and supply requests?
   2. Are teacher demands on office staff and equipment reasonable?

e. *Teacher-Principal Relation*
   1. Does the teacher go through proper channels in solving problems?
   2. Is the teacher conscientious about absences, tardiness and advising office in either case?
   3. Does he arrive at school in time and get to his class on time?
   4. Does he ask permission for an unexpected change of routine such as: leaving school early, being out of class?
   5. Does he accompany class to assembly and help maintain order there?
   6. Does he cooperate in assuming extra duties: Cafeteria, hall, grounds, decorating, showcases, sponsorships, occasional substituting, volunteering for committee, helping at graduation?
   7. Does he leave adequate instructions and materials for substitute's use when absent?
   8. Does teacher use proper grading procedure?
   9. Does the teacher come to Principal or counselor for help with students?

10. Does the teacher handle reasonable discipline problems?
11. Does the teacher send many pupils to infirmary?
12. Does he give many room-leave passes without justification?
13. If he has a study hall to supervise, does he help students?
14. Is he able to give accurate information about his pupils when requested by Principal or parents?
15. Is the teacher making an effort to improve himself professionally? Attending in-service training? Reading? Attending classes? Participating actively in committees on curriculum, etc.?
16. Does the teacher bring complaints or suggestions to Principal directly?
17. Does he have a positive attitude toward his job?

f. *Teacher-Community Relations*

1. Is the teacher responsive and positive to parents and patrons?
2. Is he sympathetic to their problems?
3. Does he attend PTA meetings?
4. Is the teacher professional in talking about the school, its faculty and students? (20, Annex B, V-VI).

Example 2. The Director shall formally evaluate all teachers in May and November, and submit evaluations to the Board of Directors. The evaluation shall be based on numerous classroom visits and conferences throughout the school year.

The teacher shall also submit a self-evaluation, as a part of the files. A conference shall be held with each teacher to discuss the evaluation. (24, p. 49).

Example 3.

EVALUATION OF INSTRUCTION

a. Evaluation of instruction refers to those procedures which assess the effectiveness in meeting the goals and expectations of S.A.S. This includes, but is not limited to, *annual* evaluation of the performance of individual academic staff members. Effective evaluation of instruction requires that procedures be designed to focus on the improvement of instruction for the students.

b. Basic Principles–Evaluation of instruction is essential for a successful educational program. It shall provide:

1. For the improvement of instruction through interaction among all concerned parties.
2. For a planned program to inform personnel of respective strengths and weaknesses and for appropriate professional growth activities to meet identified needs.
3. For the continued services of personnel who demonstrate professional competence.
4. That only capable, qualified, personnel achieve and retain permanent status.
5. General and specific objectives for the person being evaluated shall be developed.
6. The criteria, procedures, forms and guidelines relating to evaluation shall be fully publicized and available to all concerned.
7. Opportunity for personnel evaluated to respond in writing to the comments and suggestions made by evaluators.
8. Provision for appeal on items of disagreement shall be available through the grievance procedure.

GUIDELINES FOR EVALUATION

a. There shall be cooperative development of standards and of mutually understood and agreed upon criteria for competence. Evaluation criteria shall be subject to periodic review.

b. Procedures for identifying new competencies required by changing instructional programs shall be developed and in-service programs to anticipate those needs provided.

c. Procedures for collecting, processing and interpreting data shall be objective and uniform.

d. Evaluation shall include a conference between the evaluatee and the evaluator(s) at which time information relating to the individual's strengths and weaknesses should be discussed openly and frankly with the individual being evaluated.

e. The availability of needed resources, and other factors unique to the individual assignment which might affect the program of instruction shall be identified and considered in evaluation conferences.

f. Help and assistance to personnel in areas indicated as not meeting standards of the school shall be provided, and a record of such assistance shall be maintained for review in subsequent evaluation conferences.

g. Evaluations shall be recorded and signed by both evaluatee and evaluator(s); a copy provided to the evaluatee and a copy retained in the personnel files to provide a continuous record of the individual's service.

h. Provision shall be made for self-evaluation or other action programs for the benefit of all personnel to up-grade their professional competence.

i. Teachers are encouraged to obtain suggestions from students to make their teaching more effective. (191, pp. 38-40).

Example 4. To fulfill responsibilities placed on the administration and to ensure the most effective educational program possible, the performance of professional personnel shall be periodically evaluated. The assessment of performance shall be for the purpose of improving the quality of service rendered. The primary criterion for evaluation shall be successful performance of the assigned duty.

Assessing teacher performance shall be the responsibility of the Principal in consultation with the Headmaster. Evaluating the work of other personnel shall be the responsibility of their immediate supervisors in consultation with the Headmaster.

A written evaluation shall be the subject of a conference between the evaluator and the individual being evaluated. After the conference one copy of the evaluation shall be sent to the Headmaster's office and a second copy shall be given to the individual evaluated. The employee has the right to record disagreements or explanations regarding the evaluation. The evaluation becomes a part of the permanent record of the employee and is retained in his personnel file, but does not become a part of his confidential placement file. (126, 4117).

Example 5. The Director and Principal periodically will visit the classrooms for the purpose of observing teachers and students. Prior notice will not be given and teachers are asked to not make any changes in what they have planned for the day. (6, p. 17).

Example 6. Visits to Classes and Evaluation of Teachers:

a. The Principal of each section will make periodic visits to the classrooms to evaluate teachers and make recommendations concerning methodology.

b. Each teacher has a permanent file in which all references are kept concerning work qualifications, degrees, recommendations, transcripts and evaluations made by superiors.

c. The Director and Subdirector will also visit classrooms to complement the observations made by the Principal.

d. At the end of each school year, the Principal of each section will give each teacher a rating, indicating strong and weak points. (112, p. 35).

Example 7. Evaluation and Guidance of Teachers

1. Upon the Director and Principal of the school rest the major responsibilities for the quality of the staff, and it shall be their duty to recommend whether a teacher shall be dismissed or re-employed each year.
2. In all cases where there is evidence of weakness and the possibility of dismissal, the Director shall make at least two supervisory visits and make written records of his observations and recommendations.
3. The number of supervisory visits by the Director and Principal shall not be less than one per semester and in the case of teachers who are having problems, as often as possible to assure the difficulties are identified early and the teacher given appropriate suggestions and aid.
4. Each supervisory visit shall be followed by a conference and be made a matter of written record. Written notes shall be specific and dated. In the post-observation conference it is important that the teacher be given the benefit of whatever advice and planning suggestions the administrator can offer. Recommendations should be included in the written record. (4, pp. 15-16).

Example 8. The American School Foundation operates under a salary schedule which gives automatic raises every 4, 6, 8, 11, 15 and 18th year. The amount of the raise within each category depends upon the annual evaluations of teacher effectiveness by the Administrative Council. Principals will discuss evaluations with each teacher as they come up for review.

Evaluations are made by the Administrative Council who sit together to review a checklist on each teacher under consideration, which covers points of strength and weaknesses in the areas of:

Teacher-Student Relation
Teacher-Teacher Relation
Teacher-Office Relation
Teacher-Principal Relation
Teacher-Community Relation
Professional Growth
(20, p. 11)

Example 9. It is the responsibility of the Headmaster to ensure that at least once a year each professional employee shall be evaluated. The evaluation shall be discussed with the employee and signed by both the evaluator and the employee before being placed in the employee's personal record file. These ratings are available to the Board upon request.

The purpose of the evaluation is as follows:

1. To recognize outstanding performance.
2. To encourage professional development.
3. To identify areas of weakness and suggest methods of self-improvement.

The Headmaster will develop acceptable criteria with the advice and counsel of his professional staff. (29, p. 30)

Example 10. The Executive Committee recognizes that the teaching process and the administration thereof is an extremely complex one, and that the appraisal of this process is difficult and technical in function. But because we believe that good teaching is the most important element in a sound educational program, teacher appraisal must be done as one means of insuring the quality of instruction.

The Executive Committee delegates to the Superintendent responsibility for developing and implementing a continuing system-wide program for evaluating the instruction process which shall take into account the following guidelines:

1. Evaluation should be based on the total performance and effectiveness of the teacher. (It must include, but should not be limited only to, classroom observation.)
2. At least two written evaluations will be made each year for teachers with a one-year contract and two evaluations in the second contract year for those teachers with a two-year contract. Each completed evaluation should be reviewed by the teacher and the evaluator, and each written evaluation should become a part of the teacher's personnel file.
3. The evaluation should be a positive process which enables the teacher to become more aware of his strengths and weaknesses. He should be assisted in capitalizing on his strengths and eliminating or overcoming his weaknesses.
4. Findings of the evaluation should be taken into account in the assignment of teaching duties.

Teacher Evaluation

The primary objectives of teacher evaluation are:

1. to assist teachers in becoming more aware of their strengths and weaknesses
2. to help teachers become more effective in their work with the students
3. for the Principal to be aware of what is taking place in the classrooms
4. determine future employment circumstances

Three copies of each evaluation are to be prepared. A conference between the Principal and the teacher will take place for the purpose of discussing the evaluation. At the conclusion of the conference both the Principal and the teacher will sign the copies of the evaluation. One copy of the evaluation will be given to the teacher, one copy forwarded to the Superintendent's office and one kept in the Principal's office. The conference between the Principal and teacher will take place within five school days of the classroom observation.

Evaluation should be based on the total performance and effectiveness of the teacher. It must include classroom observation but should not be limited only to classroom observation.

Procedure for Teacher Evaluation

1. The evaluator will be the Principal or his designate.
2. Established Agenda–The evaluator must be thoroughly familiar with the department curriculum, the teacher's lesson plans and the implementation of these lesson plans within the limited objectives and long-range goals of the department and the school. This is best accomplished by a preliminary meeting with the teacher to discuss his objectives and long-range goals in the classroom.
3. The ASH Teacher Profile will be used as a basis for teacher evaluation.
4. The Teacher Evaluation Form will have two divisions coinciding with the

two parts of the Teacher Profile.

a. Part I concerns the in-class observations. Provision will be made for the evaluator to write his impressions concerning the observation and for post-observation remarks by either the teacher or evaluator.

b. Part II concerns the total professional performance and includes those items which are not readily observable in the classroom. In addition, provision will be made for post-observation comments by either the teacher or evaluator.

A check list of the items in the ASH Teacher Profile on which the evaluator may check the areas observed will be available for use. No value judgment will be attached to the check. The mark merely indicates that an observation has been made in this area by the evaluator. This check list will be used at the request of the teacher or discretion of the evaluator.

5. Number of Evaluations–Each probationary teacher and teachers in the second year of a two-year contract should receive at least two written evaluations per year. Each teacher in the first year of a two-year contract should receive one evaluation per year.
6. Time of Evaluation–An entire period in middle school/senior high school or an entire class presentation in the elementary school should be spent by the observer in the teacher's class. If less than an entire period is spent on observation, the time should be duly noted on the evaluation form.
7. After the in-class evaluation, preferably within a week of the evaluation, there should be a teacher-principal conference as to the outcome of the evaluation.
8. Copies of the finished evaluation form, duly signed by the parties concerned, should be distributed to the Principal and the teacher involved.
9. The signing of the evaluation merely indicates that the teacher has seen the evaluation.
10. All filed information concerning the teacher and his teaching shall be available for inspection by the teacher.

ASH Teacher Profile

The prime objective for teacher evaluation is the improvement of teaching service. A planned teacher evaluation program must be based upon a clear understanding by all parties involved of the basis for the evaluation. The ASH Teacher Profile has been established to provide this information (165, pp. 22-25).

6.610 Transfer of Professional Personnel

Example 1. Teachers are subject to transfer from position to position at the discretion of the Director and confirmation by the Board. Every effort will be made to place teachers in positions for which they are best qualified. (32, p. 5).

6.611 Separation of Professional Personnel

Example 1. In the event the Board elects not to offer a new contract to a teacher for the next school year, advance notice shall be given by the Director to the teacher no later than 60 days (two months) prior to the completion of the contract.

Grant teachers whose contracts expire in June shall receive notice the previous November regarding the School's intention to continue or terminate the contract. (24, p. 49).

Example 2. Only in case of flagrant acts of immorality, acts morally calling for criminal prosecution, insubordination, and vulgarity will teachers be dismissed summarily, and the remuneration will be only that required by law.

Dismissal before the end of the year and at the end of the year may also occur in the event a teacher demonstrates serious incompetence. In such cases, however, the Administration must observe and evaluate the teacher in question, inform the teacher of strengths and weaknesses, and give an opportunity to improve. Teachers will receive all legal remunerations to which they are entitled by Salvadoran law.

Teachers in danger of being dismissed at the end of the year should be warned by the Principal by April 1 that such danger exists.

Contracts issued for a period of one year may be renewed from year to year by mutual agreement.

Teachers not planning on renewing their contracts for the succeeding year should notify the Administration by April 1. (79, p. 35.)

Example 3. Teachers who are inefficient in the discharge of their duties, disloyal to the interest of the school or guilty of unprofessional conduct shall be dismissed upon recommendation of the Administrator and confirmation by the Board. Salary will cease as of the time of dismissal. (32, p. 5.)

Example 4. Teacher Dismissal:

A. Grounds for Dismissal of Teachers
  1. Immoral or unprofessional conduct
  2. Dishonesty
  3. Incompetency
  4. Physical or mental condition which makes the teacher unfit to instruct or associate with children
  5. Conviction of a felony
  6. Advocating communism
  7. Any act detrimental to the welfare of the school and its pupils

B. Examples of Causes for Dismissal of Teachers.

Any of the following deficiencies, if evidence is available to show that it is *persistent* and *sustained,* may be cause for dismissal.
  1. Lack of proper knowledge of subject matter or school work that the teacher is attempting to do (if properly assigned).
  2. Lack of proper organization of work.
  3. Lack of proper presentation to pupils of subject matter or school work.
  4. Lack of proper self-control in the discipline of pupils or in the presence of pupils.
  5. Inability to control classes and maintain reasonable order and discipline.
  6. Lack of courtesy in contact with pupils, co-workers or community.
  7. Lack of interest in and understanding of pupils.
  8. Indifference to pupil welfare.
  9. Poor judgment in handling pupil problems.
  10. Tardiness in arriving at school and/or in attending classes.
  11. Failure to complete and submit reports and records as required by the Director for proper functioning of the school.
  12. Failure to comply with rules and regulations of the school.
  13. Insubordination.
  14. Refusal to accept "suggestions" when these are consistent with commonly accepted educational practices.
  15. Temperamental unfitness for teaching—dislike for teaching or for children.

16. Lack of personal cleanliness; poor grooming.
17. Failure to maintain a clean and orderly classroom.
18. Lack of good physical and mental health.
19. Manifestation or development of habits or social practices which are not in conformity with commonly accepted professional standards.

C. Types of Evidence Necessary for Dismissal.
   1. *Persistent Nature of Difficulties.* Except under unusual circumstances, the unsatisfactory conduct on the part of the teacher has been recorded as being persistent and sustained.
   2. *Repeated Warnings.* The teacher has been informed repeatedly of the unsatisfactory nature of his work or conduct. This shall be done by written evaluation and by oral communication.
   3. *Frequent Assistance.* Real efforts have been made to help the teacher remedy specific deficiencies but efforts have been unsuccessful.
   4. *Close Supervision.* Since the discovery of his deficiencies, his work has been closely supervised, and the Principal or the Director have personal knowledge of the teacher's failure to improve.
   5. *Ordinary Class Structure.* The teacher's work with students in the classroom setting has been observed under usual, not exceptional conditions, and class size and the ability and background of pupils has been taken into consideration.

D. Characteristics of Acceptable Evidence. All of the above types of evidence must be:
   1. *Specific in Nature.* General charges carry little weight. Factual evidence of deficiencies in specific professional competencies and personal qualities must be presented.
   2. *Extensive in Scope.* An isolated case does not constitute sufficient evidence except under unusual circumstances. A number of instances of incompetence must be submitted.
   3. *Recorded.* All specific charges must be backed by written memorandums made by the observer immediately after the various times when the deficiencies were observed. Likewise, all occasions where assistance is given and all advisory conferences that are held should be made matters of written record immediately thereafter.
   4. *Dated and Timed.* It is of great importance that at the time records of performance and notes on visits and on advisory conferences are made, they include dates, the clock minutes involved, the type of class, and the period of the day. Visits listing a considerable part or all of a period are more likely to provide good evidence, than a brief visit.
   5. *Original Drafts.* Written evidence presented at dismissal hearings must be the original drafts made at the time, or immediately following the observation or conference. Materials that have been reorganized or copied at a later date in preparation for a hearing are not acceptable as evidence. (4, pp. 16-18.)

E. Techniques for Obtaining Objective Data. Concerning teaching proficiency.
   1. Frequent visits should be made and various teaching situations observed.
   2. Written records must be made on observations.
   3. When a weakness is noted in a teacher's performance, another

Administrator should be asked to observe and make written records of a specific and detailed nature.

4. All records concerned—report cards, roll-books, cumulative records, etc., should be preserved as evidence.
5. Observations should be gathered systematically on such points as:
    - Actual teaching
    - Planning lessons
    - Discipline and control of classes, handling of pupil problems
    - Relationship with pupils, with teachers, with other school personnel
    - Physical condition of the classroom
    - Handling of extra-curricular activities
    - Health and grooming
    - Compliance with school routine and rules

Suggestions made for improvement should be recorded and dated as part of the record and a copy given to the teacher.

Both the teacher and observer should sign the evaluation. When the Principal is to have an important conference at a critical time with an unsatisfactory teacher another administrator should ordinarily be present. After the conference the Principal should give a copy of a summary to the teacher with the written request that if the summary is not correct the teacher should so state in writing. (4, pp. 18-19.)

F. Health Referrals: Manifestation of poor health, mental, or physical, that affect the performance of duties should be made the subject of conferences with the teacher. Typical examples of poor mental or physical health, that, if persistent and sustained, might justify unsatisfactory rating are the following:

1. Frequent absences or illness, absences that follow a significant pattern.
2. Necessity for frequent rest periods.
3. Inability to assume reasonable extra-curricular activity assignments.
4. Evidence of continuing fatigue in the classroom.
5. Emotional instability as evidenced by moodiness, garrulity, constant complaining, feeling of persecution, resentment of authority, frequent weeping.
6. Antagonistic attitudes towards administrators, co-workers, children or community.
7. Inability to accept constructive criticism.
8. Marked increase or loss in weight.
9. Facial tics and grimacing.
10. Addiction to alcohol or narcotics.

G. Conferences with Teachers in Need of Special Help.

Frequent conferences shall be held with teachers who need special help. These people are entitled to expect definite assistance and advice. Comments of administrators shall reflect awareness of teacher success as well as failure. Every effort should be made to make the teacher feel free to admit difficulties, knowing he has a friendly and sympathetic listener. Advice should be sincere, as encouraging as possible, but pointed and definite with regard to areas of weakness.

The Principal may ask the teacher to assume responsibility of preparing a list of problems and questions for discussion. (4, pp. 19-20.)

Example 5. Termination of Teacher's Contract:

- a. When any action or other matter develops which may result in the termination of a teacher's contract, the situation should be brought to the prompt attention of the teacher involved.
- b. Any criticism concerning the teacher's performance or school behavior shall be stated in the evaluation. Any anticipation by the Superintendent that the teacher's contract may be terminated before the completion of the school year or at the end of the school year shall be stated in the evaluation. Any matter which if left uncorrected would result in the future termination of contract of the teacher shall be stated in the evaluation. The evaluation will state that notice is being given that the termination of contract may occur thirty days after the signature date of the evaluation.
- c. The evaluator, Superintendent, and the teacher involved shall meet at the earliest possible time, discuss the written evaluations, and each shall sign the evaluation.
- d. The teacher may reply to the evaluation.
- e. Should the deficiencies remain after an agreed upon lapse of time, which shall not be less than thirty days, the Superintendent shall ask the teacher to resign. If after three days the Superintendent has not received a resignation, he shall immediately terminate the teacher's contract.
- f. In the event the deficiencies are corrected the evaluator and the Superintendent shall indicate the improvement on the follow-up report.
- g. An employee who has been notified of his termination of contract shall be granted a hearing before the Board if he makes such a request in writing within ten days of the receipt of the contract termination notice.
- h. The Board shall notify the employee in writing of its decision within five days of the conclusion of the hearing.
- i. Any teacher reinstated will be reimbursed from the time of contract termination.
- j. A teacher's off-campus actions which impair his effectiveness as a teacher or reflect unfavorably upon the school may be grounds for dismissal.
- k. Any teacher suffering from a health problem which appears to impair his teaching effectiveness temporarily may be placed by the Board on leave without pay up to a period of one year. His case will be reviewed by the Board prior to reinstatement.

Termination of Services for overseas hired personnel:

- a. In the event that serious illness or death of an employee or any member of his immediate family forces him to leave the employ of the school before termination of his contract, the school will pay his and his family's one-way economy-class air-fare, by the most direct route, to his agreed point of hire. The contractual baggage allowance will also be given.
- b. If the faculty member should leave the school's employ of his own accord at any time before the end of the second year, he must pay for his own return transportation. No baggage allowance will be given.
- c. If he leaves at the end of the second year, the school will pay the entire cost of one-way economy-class air-fare to his agreed point of hire. Contractual baggage allowance will be given.
- d. If employee should leave the school's employ at the school's request, or by mutual agreement between the employee and the school, before the completion of his contract, the school will provide economy-class air transportation for employee and dependents to employee's agreed point of

hire. All pay accruing to employee up to the date of termination of his services will be paid to him. (191,pp. 45-46.)

6.612 Resignation of Professional Personnel

Example 1. A written notice of resignation will be filed with the director of the school at least 30 days before the effective date of the resignation. Such notice may be waived under extenuating circumstances. (32, p. 6.)

Example 2. The American School requires an employee desiring to resign to give the Superintendent written notice of his intention at least thirty days prior to his separation from the school. (16, p. 41.)

6.613 Retirement of Professional Personnel

Example 1. The normal retirement age for non-academic staff shall be fifty-five (55) years. For locally-hired academic staff the retirement age shall be sixty (60) years.

For the purposes of ascertaining an employee's age, an employee may, produce his birth certificate, certified extract thereof, or statutory declaration. In the absence of such a document the age as stated in the employee's National Registration Identity Card shall be deemed to be final and conclusive.

A retired employee who is certified medically fit by a registered medical practitioner may be continued in employment by mutual consent on a year-to-year basis. (191, p. 48.)

Example 2. Mandatory Retirement Policy for Teachers, Administrators and Clerical

All teachers, administrators, and clerical staff who reach the age of 65 must retire from Escuela Americana. Retirement will take place at the end of the school year in which they become 65.

Teachers, administrators, and clerical staff under the labor laws of El Salvador:

> Can claim upon retirement, benefits from the Social Security System of El Salvador according to the law.
>
> Will receive indemnity payments as provided under the law. This is equivalent to one month's salary mutiplied by the number of years of continuous completed service at the Escuela Americana. However, the maximum monthly salary that is allowed by the law for this computation is ₡ 900.00 ($360.00). Partial years of service are computed according to the labor laws.
>
> This retirement regulation will apply equally to all teachers, administrators and clerical staff employed at the school. (79, p. 33.)

Example 3. Funds available to the American School are too limited to establish a regular retirement plan at this time. Nevertheless, a cooperative plan of systematic savings for retirement is possible and could be converted to a retirement plan later.

The following are important aspects of a possible plan:

1. A savings fund for retirement, managed by the school at school expense, will be set up with an advisory board of members of the staff and the administration;
2. Deductions of 5% will be made from teachers' salaries and deposited to the account of each teacher in the fund;
3. The school will contribute an equal amount;
4. The funds deposited will be invested in safe investments at interest (5% or

6%) compounded annually or semi-annually;

5. An account will be kept of each teacher's total credit. The total credit to any teacher's account will be amounts deposited by him plus the interest accrued; he will also be entitled to the school's contribution in accordance to a scale of entitlement;
6. The teacher will be eligible to collect all funds credited to his account after retirement age and after having taught the required number of years; 20, 25, or 30 years, for example;
7. If employment with the American School is discontinued before retirement age, the teacher will be eligible to receive what he has contributed to the fund plus accrued interest. If the teacher dies before reaching retirement age, the full amount credited to his account (including the school's contribution) will be paid to a beneficiary previously designated by him.
8. A graduated scale of entitlement will be developed, showing the amount of the school's contribution that the teacher will receive if employment with the school is discontinued before retirement age; the following is a suggested scale:

    0 to 5 years = 0%
    6 to 10 years = 25%
    11 to 15 years = 50%
    16 to 20 years = 75%
    21 years and above = 100%

9. Temporary and short-term employees of the school will not be included in the plan.
10. The money deposited by the school to the accounts of teachers who discontinue employment before reaching retirement age will remain in the fund at the disposition of the school to be used for one or more of the following purposes:
    a. The money may be added to the general retirement fund and divided equally among all who retire;
    b. It may be left in the fund and used by the school as paid-up premiums to the fund for teachers whose accounts are active;
    c. It may be withdrawn from the fund by the school and used for some purpose such as scholarships, teachers' aid, or some similar purpose;
    d. It may be left in the retirement fund to draw interest, but be at the disposition of the school for separation pay whenever necessary.
11. Teachers who have already worked for the school a number of years when the plan goes into effect will be eligible to count the time they have already worked toward retirement.
12. At retirement age the teacher will be entitled to the money to his credit in the fund plus his share of any general funds that may be available at the time.
13. Tables will be worked out to show the teacher his exact status at the end of any year under the plan.
14. One important point concerning the plan is that the teacher never loses any of his salary. If he does not continue with the school until retirement he has the right to withdraw all of the money he has deposited plus interest when he leaves the school.
15. At the same time the school's contribution to a teacher who leaves the school before retirement will not be lost since the money deposited by

the school is available for some other purposes.

16. At age 65, the employee will be entitled to retire with full benefit under the plan.
17. The school will pay the employees who retire at age 65 a month's salary for each year of work in addition to any other benefit under the plan. (84, pp. 18-20.)

6.614 Health Examinations

Example 1. It is required that all employees of the school have a chest X-Ray performed annually. A record of this X-Ray shall be on file with the Director by October 1, each year or pay shall be withheld until this requirement is met. (4, p. 14.)

Example 2. All school employees will undergo a yearly physical examination in accordance with instructions set forth in the Administrative Manual. The examination will be made at the school's expense. (29, p. 28.)

Example 3. A yearly health examination shall be required, including a TB test, urinalysis, and minimum blood test. (24, p. 49.)

Example 4. Medical Policy

a. In the event of illness, teachers will receive treatment from the school doctor, or a specialist assigned by him.
b. A medical order may be obtained from the office.
c. Prescription orders for purchase of medications recommended by doctors may be obtained from the office.
d. Treatment by doctors, other than the school doctor or those assigned by him, will not be covered by the school medical plan. Only exceptions are emergency cases requiring immediate attention. (138, p. 27.)

6.615 Time Schedules and Work Loads

Example 1. Schedules are posted in teachers' lounge and reminders are placed in mail boxes in the Elementary Office. First grade teachers, aides, and Spanish teachers stand recess duty in the kiosko area of the first grade. Second through Sixth grade teachers have recess supervision in the Elementary coke area and on the playground. Duties are scheduled so that a teacher will stand duty for one complete week and be free for several weeks. (138, p. 28.)

Example 2. Each semester a master schedule is made out by the Department Principal. This includes two half hours a week for gym and two for music in all classes. These half hours permit the classroom teacher to use the time for planning, looking for teaching materials, scheduling parent conferences, etc.

Cafeteria, ground and special duties are assigned by Department Principal as needed. (20, p. 33).

Example 3. Academic staff will be excused from duty for a minimum lunch period of 30 minutes.

Non-academic staff except custodial staff will be excused from duty for a lunch period of 30 minutes and coffee break of 15 minutes in the morning.

Custodial staff will be excused from duty for a lunch period of one hour. (191, p. 37.)

Example 4. Duty Assignments

Teachers shall carry out their assignments according to the terms in their contracts. Teachers are also expected to fulfill their obligations according to the instructions issued by the Superintendent and/or Principals. Teachers are responsible for discipline in their classrooms, during periods of recreation for pupils, after arrival and before departure of pupils from the school and for supervision at functions in which pupils participate as determined by the Superintendent and/or Principals. Each building Principal is responsible for provision of supervision of students indoors during inclement weather. (165, p. 9.)

Example 5. Hours of Work:

a. The nature of the professional responsibilities of the academic staff make it difficult to define the teachers' working day. It is assumed that those responsibilities can be carried out in 7½ hours on the average.

b. All non-academic staff except receptionists, teacher aides and custodial staff work 7½ hours a day.

c. Receptionists work — 8 hours a day
Teacher Aides work — 7 hours a day
Custodial staff work —
on weekdays — 7 hours a day
on Saturdays — 3 hours
(191, pp. 36-37.)

Example 6. Teachers are given some time off during the day. This time is given principally for planning work, having conferences with students and parents, or otherwise carrying on school work. Teachers should avoid using these periods for personal business. At any time it is necessary for the teacher to absent himself from the building, he should request permission of the Principal before leaving. (16, p. 42.)

6.616 Staff Meetings

Example 1. Teachers are expected to make themselves available for pre-school conferences during the week before the opening of school in August. (32, p. 7.)

Example 2. Purposeful teachers meetings develop group cohesivesness by promoting professional growth through group communication. Through faculty meetings the staff is given an opportunity to receive and understand administrative procedures, to discuss new educational ideas, to have a forum to exchange educational finds, to become familiar with the aims and purposes of the philosophy of the school, to present and assist in the solution of the problems of the school for the continuing improvement of the education of all the pupils.

Staff members shall attend meetings called by the Principal, except those meetings which are designed for optional attendance. Legitimate reasons for absence from meetings shall be essentially the same as those requiring absence from regular duty. Meetings of staff members may be held before school in the morning, during the school day, or following the dismissal of classes in the afternoon.

Every Wednesday school is dismissed at approximately 2:15 for the purpose of holding in-service meetings or regular staff meetings. Teachers should always plan to be available for meetings lasting up to a two-hour period on that day. Other meetings will be called as necessary.

The Principal will announce the exact starting time of each meeting sometime prior to that meeting. Teachers are expected to be at the meeting, ready for discussion, at that time. It is very inconsiderate to your fellow faculty members to arrive at these meetings late. No teacher will be excused from faculty meetings unless he had the prior consent of the building Principal. (165, p. 10.)

Example 3. Faculty meetings are called as needed. The general purpose of these meetings is to plan, develop, evaluate, criticize, and improve activities carried on by the school as a teaching center and an experimental school. The several types of meetings and their objectives are outlined below:

1. General and Partial Meetings at the Beginning of the Year
   a. Orientation of new teachers
   b. To study resolutions decided on during the final meetings of the previous year.
   c. To plan work for the first part of the year
   d. To discuss and adjust schedules
2. Meetings During the Year
   a. To discuss the development of school activities
   b. To discuss teaching methods
   c. To discuss any problem which has been presented
   d. To assign and carry out special work
   e. To study suggestions and projects which have been presented
3. Conferences with the Principal
   a. To discuss class proceedings
   b. To discuss teaching materials which are being used
   c. To consider special students
   d. To discuss problems
4. End of the Year Meetings
   a. To evaluate results
   b. To criticize the work
   c. To make resolutions for the next year
   d. To present and discuss suggestions
   (25, Sec. 6, p. 1.)

Example 4. Tuesday of each week will be designated as teacher's meeting day. Meetings will not be necessary each week but teachers are required to keep this time each week free for such possible meetings. All teachers are expected to attend all these meetings unless previous arrangements have been made with the administrator in charge of the meeting. (50, p. 6.)

Example 5. Meetings of a professional nature dealing with problems at hand will be held from time to time and attendance will be required. (6, p. 11.)

6.617 Extra Duty

Example 1. Teachers will be requested to perform certain supervisory duties so that the lunch hour period and recess periods may be orderly and organized. (80, p. 18.)

Example 2. Various committees of teachers and principals meet throughout the year to study curriculum revision and improvements. These committees are formed, on both horizontal and vertical levels, on subject matter and grade levels, and on topics of general interest such as guidance, testing, promotion, reporting policies, etc.

Each teacher and Principal should accept willingly an appointment to service on any of the above committees and make every effort to bring success to that group. Continuous curriculum improvement should be the goal of all concerned with education; actually no school can make adequate progress without it. (16, p. 47.)

Example 3. All teachers are required to attend extra-curricular activities and school celebrations which are specified in the school calendar.

Teachers who are named as members of a committee or who are in charge of a committee should strive to carry out all activities to the best of their ability. All teachers should keep discipline and order during assemblies, parades or special events. (112, p. 10.)

Example 4. Teachers will be called on from time to time to sponsor class and club activities. In their role as sponsor, they represent the school and are responsible for the safety and behavior of the student entrusted to their care during these activities. They are expected to be present at all activities announced by their organization, but are not responsible for transportation to or from the event. A special form letter explaining these responsibilities is signed by each parent member of an organization and are kept on file in Student Council Office in the organization's folder.

Duties of Sponsors:

1. To foster interest and participation in the activity being sponsored. To act as a resource person to the group, and to give direction to its goals.
2. To meet with officers and help plan goals and purposes of the organization, fund raising activities, calendar of events, publicity.
3. To be present at all events and assume responsibility for the safety of students in attendance and the enforcement of all school policy regulations.
4. To supervise wise use of activity funds, correct financial records and expenditure procedures.

Three basic forms are used for activities:

1. A notice of organization to be held,
2. A request for meeting,
3. A requisition for use of school facilities.

These must be made in duplicate, both copies sent to office. After approval by the Principal, a copy is sent to Student Council for its calendar. The Principals' copy is kept in the Office. All three of these forms must be signed by sponsor before being sent to the Office.

No unsponsored events can be advertised in the school. (20, pp. 44-45.)

6.618 Travel Expense

Example 1. School employees whose regular duties require that they travel from school to school or from school to residence and who use their own automobiles for this transportation, shall be reimbursed.

The school will provide actual expenses incurred by Board members and school employees in authorized travel on school business. (191, pp. 60-61.)

Example 2. Employees hired from abroad who later marry and/or become permanent residents shall receive their $200 per year travel allowance as long as they retain citizenship in their home country, and this money is for the purpose of home leave.

Other import teachers who do not marry and/or become permanent residents shall be entitled to return transportation to point of origin for himself/herself and family that accompanies him/her to El Salvador after two years of teaching at Escuela Americana. Should the teacher return for a third and subsequent years, the fare for his/her and family's return trip will be paid by the school. Eligibility for return fare to point of origin will again exist after two additional years of teaching at Escuela Americana. Only children less than eighteen years of age will be considered a part of the eligible family. (79, p. 31.)

6.619 Non-School Employment

Example 1. It is understood that teachers who wish to supplement their income outside the American School may do so with these limits:

> At no time will any job they undertake jeopardize the effectiveness of their work at our school, nor limit their participation in the total school program.
>
> Teachers may not work in any other private elementary or secondary school in this city on either a part-time or full-time basis, except for service in a *Mexican public school institution.*
>
> Teachers may take no outside jobs which in any way reflect unfavorably on the dignity and ethical standards of the school and its staff. (20, p. 10.)

6.620 Consulting

Example 1. Consulting for pay is authorized when it does not conflict with the scheduled school day or other school responsibilities, subject to the approval of the Superintendent.

6.621 Tutoring for Pay

Example 1. It is expected that every effort will be made by the Directors and teachers to help the child with his difficulties at school before recommending that parents engage a tutor.

Should individual tutoring be recommended in exceptional cases, the Headmaster is directed to establish such rules as will protect both the school and the teachers from charges of conflict of interest. (29, p. 34.)

Example 2. Teachers are not allowed to receive any remuneration other than that paid by the school as salary for instructing their own pupils either before, during or after the regular period of classroom teaching. Teachers who wish to be excepted in specific instances from this requirement will request permission in writing from the Board of Directors through the Director. (79, p. 38.)

Example 3. Professional responsibility requires that instructors make themselves available during the school day for student conferences and extra help outside the regular class periods for the subjects taught. No reimbursement may be accepted for tutoring during the regular school day.

If after-hour tutoring is recommended by the instructor directly involved, this recommendation must first be brought to the attention of the guidance counselor and of the Principal. No tutoring will be recommended without the Principal's consent.

The Principal, acting upon the advice of the regular instructor, will recommend to the parents appropriate tutoring programs and will arrange for qualified persons to conduct tutorials. This is usually done through the guidance counselor, who will maintain lists of qualified tutors. It is forbidden that the regular instructor be assigned as a tutor. All tutorial programs administered by the school according to the above stated procedures will involve recommended rates of compensation of a schedule determined jointly by the administration and the Teachers' Association. (165, p. 27.)

Example 4. Extra help is offered after school by teachers for pupils who have difficulty with their academic work, and for those who arrive late in the school year. If the teacher deems it necessary, he will suggest to parents that their child receive private tutoring. In addition, a tutoring service is sponsored by the Student Council which makes it possible for students who excel to help those who need assistance. (167, p. 5.)

Example 5. There are many requests for our teachers to tutor Dominican children in English. This is a worthy and acceptable practice.

It is against school regulations to tutor a pupil regularly enrolled in the tutor's class if a fee is to be charged.

Private, remunerated tutoring is not allowed on school premises. It is considered a professional duty for any Carol Morgan teacher who is privately tutoring a Carol Morgan student to periodically report progress to the student's regularly assigned teachers.

Teachers who are interested and available for private tutoring are requested to sign up with the Principal. Parent's requests for tutoring services will be referred to you. It is your obligation to make final arrangements. (50, p. 6.)

6.622 Professional Growth

Example 1. Professional Growth and In-Service Programs:

The American School Foundation offers teachers many opportunities for professional growth towards higher educational goals and advanced degrees.

A continuous and structured program with the College of Education of Michigan State University brings us at least two fully accredited courses a year given by members of their faculty. These courses lead towards a master's degree in Education which can be obtained after just one quarter session, or one ten-week summer session, on campus at East Lansing.

Teachers who do not have a bachelor's degree because of irregular or unfinished studies, may obtain a special certificate of Graduate Proficiency on the master's degree level. This document certifies that the teacher has completed the equivalent of a master's degree program, even though he cannot be awarded the master's degree because of his lack of a bachelor's degree. However, should he ever go on to make up his bachelor's degree, the work done for the Certificate of Proficiency will count towards the master's afterwards.

The Curriculum Coordinator, from time to time, is also able to set up other college credit courses that can be credited on the degree program with MSU. Some of these are given by the University of the Americas, under special arrangement with their Administration.

The National University of Mexico also offers opportunities for advanced study in the afternoons for teachers whose Spanish is adequate.

Teachers working on degrees with institutions of higher learning other than MSU will find most of these credits transferable, but must make arrangements with their degree advisors about the acceptability of such courses for their degree needs.

The Curriculum Office will be happy to assist teachers to find the right courses for their programs and put them in contact with the institutions with which they wish to work.

The Curriculum Office also arranges in-service workshops and special activities for teachers, which contribute to educational growth, but do not give college credit. Most of these deal with areas of special needs and interests on our own school situation and are outgrowths of teacher expressed concerns.

Opportunities for special summer institutes and travel to educational conventions and conferences are offered as much as financially possible. The school hopes to have more such opportunities each year and to participate in some new exchange programs with schools in the United States. This part of our in-service program will be developing fast in the next few years.

The Office tries to keep an up-to-date record of outside studies and educational experiences that each teacher has had, for use in evaluations and recommendations. It is important that each teacher let the Curriculum Office know of each such experience.

Faculty participation in all these programs is a vital part of their success. Committed teachers find their profession always challenging and exciting. (20, pp. 14-15.)

Example 2. Staff Development:

a. The school supports staff development and on-the-job training for both academic and non-academic employees. In-service education courses shall be offered to the professional staff.

b. Advancement on the salary schedule and additional stipends for curriculum development projects may be authorized by the Superintendent upon approval of the Board. (191, p. 28.)

Example 3. Full-time teachers and in-service trainees may study at the Universidad del Valle free of charge.

A teacher may not alter his school work schedule to study at the Universidad del Valle without the authorization of the elementary or secondary offices. Any time taken away from the teacher's school schedule because of studies at the Universidad del Valle de Guatemala must be made up. (124, p. 5.)

Example 4. In calculating salaries that are increased by study of individual courses, Q30 credit is given for each course up to five courses per semester; no more than Q150 is given for a semester's work.

For four-year programs such as the B.A. and B.S., no more than seven semesters (35 semester courses) credit is given unless the teacher has received a degree. For five and six-year programs such as those offered at Guatemalan universities, no more than nine semesters (45 semester courses) credit is given unless the teacher has received a degree.

A teacher already credited for an undergraduate degree will receive no credit for taking additional undergraduate courses. (124, p. 3.)

Example 5. It is the policy of the school to assist all teachers to improve their knowledge and skills, and to periodically be exposed to new ideas and materials related to their teaching assignment.

To this end, the school will arrange for in-service training sessions held locally for the benefit of teachers in Escuela Americana.

Financial assistance may also be recommended by the Director for teachers wishing to pursue credit courses offered by qualified and appropriate teacher training institutions provided that:

The teacher is considered a long-term member of the staff.

The course or courses to be studied are considered important to the teacher's assignment at Escuela Americana.

Preference shall be given to:

a. Those teachers whose income is such as to make it a genuine financial burden for them to undertake the training on their own.

b. Teachers who do not yet possess a valid U. S. teaching credential or equivalent. (79, p. 32.)

Example 6. The Board shall encourage teachers to up-grade their preparation and performance by continuation of their studies, purposeful travel and other means. Financial assistance from the school will be made available where possible to encourage this professional growth.

The Headmaster shall allocate funds budgeted for this purpose in a manner consistent with the best interests of the school. (29, p. 33.)

Example 7. Tehran American Elementary School provides activities, workshops, and seminars designed to contribute to the professional improvement and effectiveness of the teaching staff. Time for this program is provided through early dismissal of all students at specified times throughout the year.

Research shows that instruction improves when teathers know the most about how students learn. To meet this need, strong leadership is provided for the teaching staff by nationally recognized consultants, community professionals, system curriculum specialists, and others who conduct a wide variety of meetings and special conferences. Some of these are held during orientation and on weekends, as well as on afternoons. Through these programs teachers are continually learning new techniques and methods to meet the needs of individual students. (180, p. 3.)

6.623 Visa Application

Example 1. The terms of contracts issued to overseas and locally hired expatriate employees are subject to employees' being able to secure a valid visa to work and reside in the Republic of Singapore. (191, p. 44.)

Example 2. The Escuela Americana will pay all legal expenses to the Salvadoran Government or any of its consulates in relation to the processing of residence visas. It will not pay for expenses in obtaining or authenticating passports, birth certificates, or other similar papers in the United States. As long as the teacher maintains a temporary residence visa, the Escuela Americana will pay expenses of yearly renewal. (79, p. 37.)

6.624 Faculty Workroom/Lounge

Example 1. The room for teachers is a place to relax and escape the cares of the day. It is hoped that all staff members will help in keeping it presentable.

By space necessities it is also a professional preparation area. An atmosphere conducive to both moods should prevail. (50, p. 6.)

Example 2. There will be a teachers' room in both the new primary and high school buildings where teachers can plan lessons, correct papers, etc. during free periods. Teachers should try to maintain silence as much as possible to allow their colleagues an atmosphere conducive to work and rest.

There will also be a small coffee room next to the Primary Principal's Office where teachers may converse or wait for parents. (112, p. 33.)

Example 3. The faculty is provided with a special room for use when neither in class nor on *duty* in halls, on playground, or in lunch areas.

The workroom is equipped with tables, typewriters, paper cutter, ditto machine, ditto materials, professional magazines, supplementary texts, and reference materials. Located adjacent to the students' library, the workroom has a door giving direct access to all the materials of the library.

The purpose of the workroom is obvious. Persons using it are expected to maintain a professional attitude there, resisting the luxury of gossip or negative conversation which can be distracting to other individuals trying to work, and which can easily be overheard by students in the library.

Comfortable chairs and small tables are provided for quiet relaxation. They are not to be used for group gatherings of a social nature during the school day.

The workroom is the only place in the school where smoking is permitted. Since high school students are not allowed to smoke on the school premises, consideration for their feelings requires that teachers respect the limit of smoking only in the workroom.

No student is allowed to enter the faculty workroom.

A kitchenette is provided in the workroom, for use by teachers only. They may use the refrigerator and hot plate freely, and are obligated to clean up after use. (65, p. 32.)

6.625 Housing

Example 1. Full-time academic staff who are principal breadwinners will be provided with a housing supplement. (191, p. 29.)

Example 2. The ASI owns and operates several apartments which are available to expatriate employees. The Superintendent shall be responsible for assignment of the spaces available on a priority system in the best interest of ASI.

6.70 Personal and Professional Leaves and Absences

6.701 Sick Leave

Example 1. Labor laws in Mexico determine leaves of absence, sick leave, and absences of all sort and explicitly define punishment for chronic tardiness. Teachers must "sign in" in the department office by 8:05 at the latest and open their rooms immediately. They are not asked to "sign out" but all regular teachers are expected to be at school for the complete day unless they have made other arrangements with the Principal.

Part-time teachers must sign in 10 minutes before their first class.

Any teacher must give notice of an expected absence. If he becomes ill unexpectedly, he should advise either the Principal or the department secretary as soon as possible, preferably the evening before the anticipated absence or at least by 7:30 in the morning, so arrangements can be made to get a substitute.

The only absences which are excused, and for which, therefore the teacher receives his customary pay, are illness of the teacher himself. See p. 51 for further details. (16, p. 41.)

Example 2. The following School Policy on Personnel Attendance was adopted by the Board of Directors.

1. The school will pay for no more than 10 school days personal sick leave per year.
2. The above does not apply to maternity leave.
3. A day's salary will be deducted for each day's absence over and above the 10-day sick leave.
4. A day's salary is defined as being 1/30 of the monthly pay check.
5. For any absence other than sick leave, a day's salary will be deducted.
6. For every fifth tardy a day's salary will be deducted.
7. All such deductions will be made from the semester's final check.

To put above Policy in effect:

1. Teacher must sign a statement recognizing his tardiness upon arrival after the specified time.
2. Teacher must sign a statement recognizing his absence for day, days, or part of day upon returning from an absence.
   a. Statement must include reason for absence and comments of Principal.
3. Such signed statements must be sent to the Administrative Assistant after the last day of each month.
4. The Administrative Assistant makes up an Absent-Tardy Report from these statements.
   a. Original to Superintendent.
   b. Copy to Accountant with signed statements attached.
   c. Copies to offices for posting so employees are kept fully advised.
5. Office secretaries (Mrs. Bedoya, Mrs. Rejon) are responsible for seeing that the Tardiness-Absence Statements are signed when necessary.
6. All principals are responsible to see that teachers are in classrooms by 8:10 a.m. after signing in. (16, pp. 51-52).

Example 3. Sick Leave

a. The school shall grant every employee, except overseas hired academic staff, paid sick leave of 21 working days in each year if no hospitalization is necessary; or 60 working days in each year if hospitalization is necessary.

   A physician's certification is required for illness lasting 2 or more consecutive days at any one time.

b. The school shall grant paid sick leave up to an aggregate of six months on full pay, six months on half pay and six months unpaid leave to an employee, except overseas hired academic staff, certified by a registered medical practitioner or a doctor of S.A.T.A. or Tan Tock Seng Hospital as suffering from pulmonary tuberculosis infection or cardiac illness provided that the employee fulfills the medical advice given by any of such doctors.

c. Applications for extension of sick leave beyond that specified in (a) above shall be granted sympathetic consideration by the school upon recommendation of any registered medical practitioner.

d. Overseas hired academic staff are granted sick leave at full pay at the rate of 3 days for September and 2 days for each month October through June (21 days total, annually). Sick leave may accumulate to 42 days.

e. Part-time teaching personnel shall be granted sick leave credit in proportion to the period of time for which they are employed. (191, pp. 34-35.)

Example 4. Absences with Pay

1. Fifteen (15) days absence with pay will be allowed annually for personal and family illness, injury and death. These days shall accumulate at the rate of 1½ days per month of teaching, but shall be credited to the teacher on the first day he reports for duty in each school year. The maximum accumulation shall be thirty (30) days. Included in the category of personal and family illness, injury and death are:
   a. personal illness or injury of the teacher. A medical certificate must be presented to the Principal if the illness extends beyond three (3) days.

   b. critical illness or injury of a member of the teacher's household. A medical certificate must be presented to the Principal if the illness extends beyond three (3) days.
   c. bereavement due to death in the family.
   d. attendance at the funeral service of persons whose relationship to the teacher warrants such attendance.
2. Two (2) days absence with pay will be allowed for personal business which, by its nature, cannot be scheduled outside of school hours. The teacher should make application for such days in advance of taking them. It is against professional ethics to use days for the sole purpose of extending vacation or holiday periods.
3. Three (3) days absence with pay will be allowed for the observance of special religious holidays to those teachers whose membership in a religious sect obligates such observance. The teacher should inform the Principal of such religious holidays at the beginning of the school year.
4. One (1) days absence with pay will be allowed whenever the teacher is subpoenaed before a court to serve as a witness or otherwise take part in legal proceedings. Evidence of the subpoena should be presented to the Principal.
5. All other days of absence shall be without pay unless special petition is made to the Board of Directors.
6. Absences with pay allowed to part-time teachers shall be proportional to the time spent in teaching duties within the school.
7. Teachers who for any reason will be absent must notify the Elementary and Secondary Principal before 7:30 and 7:00 a.m. respectively. Failure to do so will result in a deduction of pay equivalent to the substitute's pay (81, #4151.)

Example 5.

Prolonged Illness: The sickness insurance program included in our Retirement Deferred Compensation plan takes over on the 15th day of illness, and, together with Social Security, pays approximately 80% of your salary for a period of up to two years. This coverage must be arranged directly with the Accountant's office.

Special Cases of Illness and Death: In case of illness of children under 16 of staff members, there will be no salary discount for the first two days of absence if the staff member presents a note from the attending private or Social Security physician. After those two days it is assumed the teacher has made arrangements for her sick child to be cared for and further absences will be discounted.

Illness of family members other than children will not be excused and teachers will be discounted for each day's absence.

In case of death of spouse, parents, children or siblings, no discount will be made for three days of absence.

If a staff member is absent because of any personal reasons unrelated to the above, salary discounts will be made on the basis of a 30-day month.

The administration reserves the right to give special consideration to absences of staff members under extreme or emergency circumstances. This does not imply that general deviations will be made from the above stated policies.

Accidents: If IMSS doctors determine that an accident occurred on the job or was of a professional nature, 100% of the salary is paid to the beneficiary, in part by IMSS and in part by the school and the Pension Plan.

The American School Foundation offers a group insurance policy, which gives accident and life insurance coverage separate from the IMSS program, for a low premium. Arrangements for this policy may be made with the School Accountant.

Another hospitalization and medical expense policy can also be purchased through the School Accountant by teachers participating in the Pension Plan, as described in the special Pension Plan booklet. (20, p. 18.)

Example 6. A teacher's request for leave of absence will not be considered unless it is for health reasons or clearly for professional purposes which would be of future benefit to the school. (29, p. 24.)

Example 7. Each teacher will be credited with 20 days of sick leave at the start of employment with the foundation. One additional day shall accrue for each teaching month (maximum of 10 months, excepting July and August). Sick leave may be carried over from one year to another. Sick leave shall be used for personal illness only, except that at the discretion of the Principal, sick leave may be used in connection with illness in the immediate family.

Sick leave days can accumulate up to a maximum of eighty (80) days. (165, p. 22.)

6.702 Maternity Leave

Example 1. Maternity Leave

a. *Female Employee*—The Board will grant a leave of absence for maternity with pay upon written request for such leave, and upon proper certification of pregnancy by a licensed INPS physician. The leave will include 4 weeks before birth and 8 weeks after birth. The application shall be filed not more than two months after pregnancy has been determined.
b. *Male Employee*—The Board will grant one (1) day maternity leave for male employees. (32, p. 6.)

Example 2. Maternity leave shall be given to members of the teaching staff according to the provisions of Articles 309, 312 inclusive of the Codigo de Trabajo of the Ministry of Labor. (79, p. 31.)

Example 3. Maternity leave will be granted in conformity with Bolivian law. Teachers who become pregnant during the school year will be granted 90 calendar days leave with pay. The number of days before and after confinement will be determined by the Administration in conference with the teacher. (4, p. 14.)

Example 4. The American School operates under the Social Security Law and has to follow its regulations. Social Security Law takes precedence over Labor Law or the Department of Education regulation for its employees, and to follow it is the school's only obligation.

Benefits the Social Security grants are stated in the following articles and any American School employee can use them.

Article 56: The insured employee will be granted the following during the period of pregnancy, labor, and post-natal period:

1. Medical care.
2. A subsidy in money equal to the amount the employee would get in any non-professional illness 42 days before the birth of the child and 42 days after birth. Eight days before the birth and a month after, the subsidy will be equivalent to 150% of the subsidy mentioned above. This subsidy will be granted only if the following two conditions exist:
    a. That the employee is not receiving other subsidies for the same reason.

   b. That the employee is not working with pay during both periods (84 days).

3. Help during the nursing period in money or milk for the six months following birth of child will be given to the mother or to the person in charge of child. This will not exceed 50% of the subsidy in cash that is granted in case of non-professional illness.
4. When the baby is born the Social Security Institute will give the mother a bassinet whose cost will be periodically revised by the Technical Counsel of the Social Security.
5. If the teacher takes the Social Security leave of 42 days before and 42 days after birth, she receives her Social Security checks, the school pays a substitute, and the teacher receives no American School pay. In other words maternity leave without pay is given.
6. If the teacher takes the 38 consecutive days allowed by labor law, the school pays the teacher's salary, the substitute during the absence, and the teacher turns over the equivalent of her Social Security checks.
7. If a teacher takes more than 38 days and returns to school before the expiration of 84 days, she receives her school salary during her entire absence and she pays regular substitute the salary. She turns equivalent of Social Security checks in to the school.
8. If a teacher resigns her job permanently, she collects her Social Security indemnity providing she pays the full Social Security charges.
9. In case of confinement during winter vacation with no school days' loss, the teacher keeps the Social Security indemnity and school pay.
   a. If school days are lost before end of school year or after beginning of school year, teacher keeps her Social Security indemnity plus her school salary and pays her own substitute.
10. Regular May and September days are not counted as part of the 38 days granted with pay.
11. More than 84 days absence constitutes a leave of absence. Those teachers who request an extended leave of absence and wish to qualify for Social Security indemnity may be kept on Social Security provided they pay the full Social Security charges. The School now pays 2/3 and the employee, 1/3. (16, pp. 49-51.)

Example 5. Maternity Leave:

a. *For overseas hired academic staff:* Maternity leave shall be granted for 20 working days with full pay to an employee who has been employed for one year immediately prior to leave. Commencement of such leave shall be at the discretion of the employee.

   Leave without pay (20 working days) may be granted to an employee with less than one year's service.

   Maternity leave is not considered sick leave nor can sick leave be used in connection with maternity, except in special circumstances as certified by a physician.

   The maximum number of maternity leaves is three.

b. *For locally-hired academic staff and non-academic staff:* A female employee, after 180 days' continuous service, shall be entitled to two months' paid maternity leave. Irrespective of the date of confinement not more than two months' leave shall be allowed in respect of a confinement.

   Leave on account of miscarriage or abortive measures shall be considered as ordinary sick leave. (191, pp. 35-36.)

6.703 Religious Leave

Example 1. Religious leave without pay will be granted to employees in cases where school is scheduled on days of religious significance which precludes work.

6.704 Bereavement Leave

Example 1. The ASI shall grant two days bereavement leave per year with pay; in cases of spouses or children, the Superintendent may extend the number of days to five, at his discretion.

6.705 Professional Leave

Example 1. The Escuela Americana staff upon the recommendation of the Director may be authorized to attend conferences provided that:

Absence of the staff member can be adequately covered without undue hardship.

Such conferences are of genuine relevance to the needs of the school and the individual. (79, p. 32.)

Example 2. Leave of Absence for Attendance at Conferences of Educational Organizations.

The Board shall encourage the attendance of employees at meetings and conferences of educational organizations. The payment of employees' expenses for attendance at such conferences and the salary of substitutes shall be carried in the budget as an in-service training expense item.

Eligibility to attend such conferences shall be based upon professional interest and leadership. Preference will be given to teachers who have been employed in the school two years or more. (32, p. 6.)

Example 3. The Board of Directors, recognizing that further professional study on the part of staff members will benefit the school, may grant to teachers who intend to return to the American School an early leave with pay for the purpose of attending summer school. This policy applies only to teachers who have been contracted to return to the school at a future date.

The time allowed shall be from the beginning date of the regular summer school session (as stated in the University's summer school catalog) to the final day of classes at the American School (as determined by the calendar of the American School), plus one week (five school days) for travel; but in no case shall the early leave with pay exceed a total of two weeks (ten school days).

The applicant for early leave with pay shall sign a statement agreeing that the pay for days absent shall become a financial debt to the American School in the event that the applicant does not return to the American School the following year. The applicant shall also agree to prepare lesson plans which can be followed by a substitute teacher. (81, #4152.3.)

Example 4. University-to-School Leave:

Teachers attending University-to-School Training in the U. S., at grant expense, shall continue to receive their normal salaries while absent. Teachers absent more than one month of teaching time shall need the approval of the Board of Directors for continued payment of their salaries. (24, p. 48.)

Example 5. Sabbatical leave

a. After four years service faculty members may apply for a year study leave at an approved institution at their basic salary.

b. Basic salary is the total dollar figure that is obtained from an individual's placement on the salary schedule, as well as any additions for advanced degrees and stipends for supervisory and counselor assignments. No other supplemental benefit is included in computing the basic salary.

c. Study plans must be approved by the Board of Governors.

d. The number of teachers on sabbatical leave in any one year will be at the discretion of the Superintendent.

e. Sabbatical leave is contingent upon a faculty member contracting to return to the Singapore American School for a minimum period of three years of employment following his sabbatical leave. (191, p. 36.)

6.706 Arrangements for Substitutes

Example 1. In order to be prepared for possible illness and the need for a substitute in the class, the following things should always be available:

a. A copy of the daily schedule posted in a conspicuous place.
b. A copy of the room seating plan.
c. One student of the class who would try especially to be helpful.
d. Class book, with places for attendance and grades.
e. Daily Lesson Plan Book.
f. Desk copies and teacher's manual for all texts used.
(138. p. 29.)

Example 2. Qualifications for substitute teachers are the same as those for regularly employed teachers.

Department principals shall recommend the substitutes to be used in their own buildings for the approved substitute list. Whenever there is a need for a substitute the regular teacher should contact his Principal not later than 7:00 a.m. when at all possible. (16, p. 55.)

Example 3. Substitute teachers shall be paid a rate of compensation to be fixed by the Board. Until changed, the rate for a short term substitute shall be three (3) dollars per hour, or fifteen (15) dollars per day.

A long term substitute who teaches not less than 15 consecutive days in a classroom shall be paid not less than the minimum pay of regular teachers in the school, the per diem pay to be computed by dividing the minimum annual salary by required days of service.

Duties of a long term substitute teacher shall be the same as those of a regular teacher Policy for Evaluation Assistance, and Dismissal of Teachers. (4, p. 15.)

Example 4. Substitutes are hired by department principals. No private arrangements can be made between a teacher and her substitute. All payments are made through the regular channels of the accounting department. Special arrangements are made by the Superintendent's office for teachers authorized for professional training in U. S. to receive the difference between the cost of the substitute and their own salaries.

Teachers are responsible for leaving lesson plans, roll book and seating chart when they intend to be out. If they have left no plans in their desk the day before, they should phone into the department office and dictate an outline of work to the secretary or send it in before 8:05. (20, p. 20.)

Example 5. The regular teacher should see that the necessary substitute lesson plans, roll book and other pertinent information are readily accessible to the substitute, preferably in the top drawer of first period class. (50, p. 5.)

Example 6. Substitute Teachers:

1. *Short-Term:* Substitute teachers shall be paid at the rate of ₲ 1,260 per day for the first three days. From the 4th to the 10th day, the pay shall be ₲ 400 per hour.
2. *Long-Term:* Long-term substitute teachers shall be paid at the rate of ₲ 375 per hour.

This applies to teachers hired on a semi-permanent basis to replace teachers who are going to be absent for a prolonged period of time, because of sustained illness, personal leave, home leave, or administratively designed replacement.

If a substitute is placed in a room on a day-to-day substitute basis, and later it is found to be a long-term basis, the rate of pay shall be as stated in the previous paragraph, from the first day employed.

Policy pay for substitute teachers shall be updated annually. (24, p. 50.)

6.707 Vacations and Holidays

Example 1. All employees are entitled to the paid holidays specifically provided by Spanish law in the school calendar.

Academic employees are entitled to all other vacation days as listed in the official school calendar. (29, p. 29.)

Example 2. Regular teachers (not substitutes) are paid for the 12 months of the year. Any teacher who has worked one semester will receive 6 months' pay in total. Any teacher who has worked for 2 semesters or more will receive 12 months' pay in total.

On the last day of the first semester in November and upon presentation of his Clearance Slip, the teacher who has taught at least one semester will receive pay checks covering the latter half of November and the whole month of December.

If the teacher has worked one semester only, he will receive no January check. If the teacher has worked at least two semesters he will receive a January check, payable on or about the 27th of January, whether or not he returns to work in February. Teachers who leave at other times will be given a proportionate ratio of their vacation pay. (16, p. 54.)

Example 3. Sometimes it is difficult to return from vacations on time because of irregularities in transportation. Plans should be made to ensure return in plenty of time for school. Inability to return from vacation (on time) will result in one-day loss of pay for each day of teaching missed. (50, p. 6.)

Example 4. Annual Leave:

a. The school shall grant, on written request, to an employee except academic staff, nurses and teacher aides, annual leave on the following basis:
    1. On completion of one through five years continuous service—12 working days;
    2. On completion of six through ten years continuous service—17 working days;
    3. After ten years continuous service and thereafter—21 working days.

    Annual leave shall normally be taken in full in the year in which it falls due at the time to suit the school's convenience and where possible, at a time suitable to the employee concerned.

b. Annual leave not taken in full during the year (September to August) in which it falls due, shall be forfeited. Annual leave shall only be accumulated by written permission. When Management is unable to grant the employee leave in the year when it falls due the employee may have the option of accumulating the leave or payment in lieu thereof.

c. In the event of an employee retiring or resigning from the service of the school, for any reason other than for gross misconduct, annual leave for that year shall be calculated in proportion to the number of completed months he has served the school in that year. (191, pp. 33-34.)

Example 5. Academic staff, nurses and teacher aides shall be expected to work for the normal school year of ten calendar months, and shall have school holiday periods as paid vacation. The summer months of July and August are not considered as paid vacation periods. (191, p. 29.)

6.708 Other Leave

Example 1. Emergency leave not to exceed 5 days per year may be granted by the Director for the following reasons: Illness in the immediate family, death in the immediate family, required appearance in a court of law involving no moral turpitude on the part of the employee. Unused emergency leave may not be accrued. (32, p. 6.)

Example 2. In case of absence for private reasons, there will be a deduction for each day of such absence equal to the basic daily salary; and in accordance with Article 171 of the Labor Laws the right for payment for the 7th day shall be lost for not completing the work week. (79, p. 31.)

Example 3. In addition to absences governed by the Codigo de Trabajo of El Salvador, a teacher may be granted up to two days leave of absence in any one school year for personal reasons. Prior approval must be obtained from the Director or his designated representative. At least two days prior notice should be given. The two days immediately preceding or immediately following a vacation or regular holiday period will not be granted for this purpose. A part of a day may be considered a full day. (79, p. 31.)

Example 4. All employees shall in any one calendar year be entitled to personal leave on the following contingencies:

a. Marriage of an employee; (5 working days)
b. Death of a member of the family as defined below: (3 working days)
c. Birth of a child for a male employee; (2 working days)
d. Any other bona fide emergencies (up to 5 working days total in one year.)

Prior approval wherever possible shall be obtained from the school before taking any such leaves.

"Family" for this purpose means a spouse, child, father, mother, grandfather, grandmother, father-in-law, mother-in-law, brother and sister of an employee. (191, p 35.)

6.709 Short-term Professional Leave

Example 1. Staff participation in educational conferences, conventions, professional meetings, and visits to other educational institutions, shall be encouraged. Proposals for staff participation shall be submitted in advance to the Headmaster for approval.

Plans to attend conferences and meetings shall be reported to the Board. A written report shall be submitted to the Headmaster upon return of the participants, and placed in the participants' files. (29, p. 26.)

6.80 Professional Organizations

Example 1. All professional staff members are invited to join the American School Teachers' Association. Its stated objectives are:

1. To promote professional understanding among the teachers of the American School by means of a free interchange of ideas.
2. To promote mutual professional improvement through a bilingual social and cultural program.
3. To cooperate in a definite and constructive way with the administration and Board of Directors in the solution of any educational problem which may arise in school.
4. To study problems that may arise in relation to the teaching staff, and wherever possible, to cooperate with the administration to reach just and reasonable solutions.
5. To promote Mexican-American understanding and respect.

A booklet explaining the Association and outlining its Constitution is available in the Curriculum Office. (20, p. 15.)

Example 2. The Superintendent, in consultation with the faculty, is authorized to commit funds for institutional membership in professional organizations which provide the ASI with access to professional opportunities and materials, particularly those appropriate for the faculty professional library.

6.90 Non-Professional Personnel

Example 1. Non-academic staff:

a. All non-academic staff shall have an annual written competence evaluation. The supervisors will evaluate the employees within their departments.
b. The evaluation shall be read and/or shown to the employee concerned before forwarding to the Personnel Office for file.
c. Evaluations will be completed by May 1st of each school year. (191, p. 40.)

Example 2. Mandatory Retirement for Workers

All workers who reach the age of 60, for women, and 65 for men shall retire from service with the Escuela Americana. Retirement will take place on the date when retirement age is reached. Upon retirement they will: (1) Become eligible for benefits from the Social Security System of El Salvador provided they are eligible for these benefits under the law, (2) Be paid indemnity in accordance with the law, in one payment equal to one month's salary multiplied times the number of years of continuous service at Escuela Americana. (79, p. 33.)

Example 3. Non-academic Staff:

1. Either party to a contract of services may at any time give to the other party notice of his intention to terminate such contract of service.
2. The length of such notice shall be the same for both employer and employee.
3. The notice to terminate the service of a person who is employed under a contract of service shall be not less than:
   – one day's notice if he has been so employed for less than twenty-six weeks.
   – one week's notice if he has been so employed for twenty-six weeks or more but less than two years.

– two weeks' notice if he has been so employed for two years or more but less than five years.

– four weeks' notice if he has been so employed for five years or more.

Provided that the provisions of this section shall not be taken to prevent either party from waiving his right to notice on any occasion.

4. Such notice shall be written and may be given at any time, and the day on which the notice is given shall be included in the period of the notice. (191, p. 47.)

Example 4. Non-Instructional Personnel

A. *Secretarial-Clerical Staff*

1. General Requirements for Employment

The employee shall have such training and skills as may be required to successfully carry out the requirements of the job. Completion of a four year high school course shall be considered a minimum.

Experience shall not be a prerequisite for a position unless, in the opinion of the Director, the position is deemed to require it.

2. Work Schedule

The work week shall not exceed 40 hours during the regular school year. The hours may be reduced at the discretion of the Director during vacation periods.

Time schedules and hours for opening and closing shall be established by the Director.

B. *Operation and Maintenance Employees*

1. General Conditions of Employment

Appointment to the operations and maintenance staff shall be probationary until ability to perform the job has been determined.

2. Work Schedule

The normal work schedule shall be a 48 hour week with distribution of hours at the discretion of the Director. (32, p. 8.)

7.0 Negotiations

POLICY OUTLINE

7.10 Legal Status
7.20 Provisions

POLICY QUESTIONS

7.0 Negotiations

7.10 Legal Status

7.101 What is the legal status of negotiations for professional employees. For non-professional employees. Are such organizations required by law or are they permitted by the school.

7.20 Provisions

7.201 What provisions are made for negotiations or bargaining if these are existant in the school. Should the school have a person in central administration who handles negotiations and bargainings with any organized group. Does the same person handle these for both the professional and the non-professional employees.

7.202 At what point in negotiations or bargaining does the Superintendent and/or the Board become involved.

MAJOR CONSIDERATIONS

7.0 Negotiations

Collective bargaining by professional personnel is rapidly increasing in schools throughout the world. A few ASOS have groups of teachers organized under national labor laws. In such cases, the nature of policy is changed substantially and the only recourse that appears to be feasible is to place the negotiations in the hands of a labor lawyer unless the Superintendent and/or the Board have the knowledge, experience and time to devote to it.

More common in the ASOS than a formally organized group under the labor code, is an informal group without legal force but nevertheless with some power.

The major consideration for a Board is to assure that policies are fair and that the welfare of employees is treated seriously and promptly. Probably the best antidote for the hassle of bargaining is to provide everyone with the truth, which is usually not nearly as bad as people suspect it to be.

SAMPLE POLICIES

7.0 Negotiations

7.10 Legal Status

Example 1. The ASI has no legal requirements to bargain collectively with professional personnel and does not recognize any group or individual as a representative of professional employees. The ASI does recognize and support the principle of fairness and strives to provide the best possible conditions for professional work and the highest possible level of compensation for employees based on level of training, experience, merit, and adequacy and recency of training.

7.20 Provisions

Example 1. The ASI prepares annually a report available to parents, staff and faculty which includes the sources and amounts of unrestricted income and the amounts expended in the major categories of the budget.

8.0 Instructional Programs

POLICY OUTLINE

8.10 Instructional Philosophy
  8.101 Academic Freedom
  8.102 Cross Cultural Opportunities
  8.103 Community Resources
  8.104 Other

8.20 Instructional Goals and Objectives

8.30 Curriculum Development
  8.301 Research and Development
  8.302 Curriculum Adoption
  8.303 Curriculum Guides and Course Outlines
  8.304 Teaching Materials and Facilities
  8.305 Other

8.40 Basic Curriculum Design
  8.401 U. S. Programs
  8.402 National Programs

    8.403 Bilingual Programs
    8.404 Special Second Language Programs
    8.405 Dual Programs
    8.406 Other
    8.407 Religion
    8.408 Co-Curricular

8.50 Grouping for Instruction

    8.501 Aptitude and Achievement
    8.502 Language Achievement
    8.503 Class Size
    8.504 Block Programs
    8.505 Other

8.60 Textbook Selection and Adoption

8.70 Graduation Requirements

8.80 Interscholastic Athletics

8.90 Adult Education

POLICY QUESTIONS

8.0 Instructional Programs

8.101 What is the philosophy of the school concerning academic freedom. Is academic freedom viewed differently when working with children than viewed at a higher level of education. What is the difference between academic freedom and licentiousness.

8.102 What is the philosophy of the school concerning the enrichment of instruction and enhancement through cross-cultural opportunities. Are community resources to be used extensively. Is the culture and language of the country to be incorporated into the curriculum for all students, or for certain students, or is it optional. What premises should guide the school in establishing relationships with other institutes in the same geographic area to enhance cross-cultural opportunities and experiences for school children.

8.20 Instructional Goals and Objectives

8.201 What are the instructional goals and objectives of the school and what should they be. (See vignette)

8.30 Curriculum Development

8.301 Should the school have a research and development function for the purpose of curriculum development. If so what areas should be studied and what resources should be developed for research and development. How should the results of research and development be utilized by the school to improve the curriculum.

8.302 At what level of administration is the curriculum to be approved and adopted. What policy should govern the adoption of the curriculum and to what extent is the curriculum to be identifiable as such.

8.303 What policies should govern curriculum guides and/or course outlines as a means of determining and/or articulating the instructional programs of the schools. How may courses and curricula be changed, modified, improved, or substituted.

8.40 Basic Curriculum Design

8.401 Is there to be an instructional program or curriculum which is identified as a U. S. program as such. At what level is the U. S. program to be operated, for example elementary, middle and high schools or some of these.

8.402 Is a national program to be offered which will prepare children for transfer to host country schools or to host country higher education. What is the language of instruction. What are the legal requirements. What are the requirements of the national ministry of education or a similar policy making group.

8.403 Are bilingual programs to be offered. Do these differ substantially from a dual curriculum, and if so, how. What are the language requirements for entrance into the bilingual program. Is the bilingual program composed of a combination of the U. S. and National program. If so, how is it coordinated and or articulated.

8.404 Are special second language programs to be offered and if so at what levels and for what purposes. Is the major purpose to produce fluency in English or the language of the country for entrance into a bilingual program. Or is the major purpose to produce fluency to an acceptable level as a foreign language in this program.

8.50 Grouping for Instruction

8.501 What policies should govern grouping for instruction on the basis of aptitude and achievement test scores. Is grouping to be accomplished within one section or is grouping to occur by placing the brightest in one section and others in another section of the same course. Are aptitude and achievement test scores to be used for grouping for instruction.

8.502 Is sectioning to be accomplished on the basis of language achievement, for example in language arts in the middle school. Is language achievement to be used in any manner for grouping for instruction other than second language instruction as such.

8.503 Is an optimum class size to be established related directly to instruction program. For example, are some class sizes to be large and some small according to function and purpose. If so, what sizes are best related to instructional objectives in grouping for instruction.

8.60 Textbook Adoption and Selection

8.600 What policies should govern the selection and adoption of textbooks. Are textbooks viewed as determining the basic curriculum or supporting the basic curriculum. What is the role of teachers, administrators, and the board in textbook selection and adoption. If roles are defined, what is the process.

8.70 Graduation Requirements

8.701 Are minimum graduation requirements to be required based on the number of units and the number of years attended. Or are graduation requirements to be based only on minimum requirements for U. S. accreditation. What graduation requirements are required for national programs. Can graduation be accelerated for bright students or for those who wish to accelerate it through other means.

8.702 If more than one track is available, are graduation requirements to be specified for the various tracks available, and if so, how.

8.80 Interscholastic Athletics

8.801 What policies should govern the participation in interscholastic athletics for the school.

8.802 Are there legal requirements concerning interscholastic athletics.

8.90 Adult Education

8.901 What programs of adult education, if any, should be provided by the school. Are classes in English as a second language to be provided. Are classes in the language of the country to be provided. Are the programs to be designed basically for parents and those in the school community, or are the programs to be of more general application. Are classes other than language to be provided by the school which simply enrich the lives of adults. Are the school facilities to be used for adult education in training personnel for business and industry locally which require bilingual personnel. Are classes in middle management, business, secretarial science, and similar courses to be provided.

8.902 Is the financial structure for adult education to be separate from that of the school. Is the program to be self-sufficient. What fee structure is to be followed.

MAJOR CONSIDERATIONS

8.0 Instructional Programs

Most of the major considerations concerning the instructional program of an ASOS are implicit in the vignette at the beginning of this Chapter. Few Board policies are needed in this major category of policy, because the items relate basically to professional functions. Those policies that are needed, however, are vital. The basic curriculum design will have more influence on what the school is than will any other sub-category. The most important single question about a school, "who does it serve for what purposes" is the most difficult to answer.

SAMPLE POLICIES

8.0 Instructional Program

8.10 Instructional Policy

8.101 Academic Freedom

Example 1. Academic freedom is recognized and encouraged by the ASI. Materials presented must be accurate, appropriate to the class being taught and views must be balanced. The faculty member should recognize that the internal affairs of the host country are outside of the purview of the school and that proper restraint should be exercised.

Example 2. Prohibited Instruction. The teacher is responsible for proper guidance in selecting topics for discussion and study in the classroom, and in this regard shall be familiar with and observe the following rules in regard to prohibited instruction:

1. No textbook, chart or other means of instruction shall contain any matter reflecting upon students of Escuela Americana because of race, color, creed, or national origin.
2. No publication of a sectarian, partisan, or denominational character shall be distributed.
3. No bulletin, circular, or other publication of any character whose purpose is to spread propaganda or foster membership in or subscriptions to funds of any organization not directly under the control of school authorities. No prohibition of this section shall apply to bulletins or circulars concerning meetings of their organizations issued by the Parent-Teacher Association.
4. No teacher shall advocate or teach communism with the intent to indoctrinate the pupil.
5. No teacher shall invite any lectures or guest speakers to his class without previous approval of the Principal and/or Director. (79, p. 17.)

Example 3. Controversial Issues Statement

1. Controversial issues are important proposals or policies concerning which our citizens hold different points of view. The Board of Education is firmly committed to the belief that in the long run, free interchange of ideas concerning controversial issues is less damaging to our society and more productive of maturity and responsibility in its future citizens than narrow restraint artificially imposed. Free discussion of controversial issues is the heart of the democratic process.
2. The following rights of the pupil shall be recognized:
   a. The right to study any controversial issue which has political, economic or social significance and concerning which he should begin to have an opinion.
   b. The right to have free access to all relevant information, including materials that circulate freely in the community.
   c. The right to study under competent instruction in an atmosphere free from bias and prejudice.
   d. The right to form and express his own opinions on controversial issues without thereby jeopardizing his relations with his teachers of the school.
3. The teacher shall refrain from using his classroom privilege and prestige to promote a partisan point of view. (172, p. 22.)

8.102 Cross-Cultural Opportunities

Example 1. The International School of Liege was founded in 1967, through the joint efforts of American businessmen and the Belgian Societe Provinciale d'Industrialisation, for the purpose of providing education for the children of English-speaking personnel of companies located in the Liege area. While this is still the primary objective of the school and the student body is predominantly American, the school is international in scope and encourages students of all nationalities. (83, p. 22.)

Example 2. The International School of Amsterdam is a private, non-sectarian, non-profit day school conducted to provide an English-language, American-plan academic program. We endeavor to take children who come from various educational and cultural backgrounds and provide an educational program that will make the transition process for those returning to their own countries as smooth as possible. (83, p. 47.)

Example 3. The American International School of Rotterdam curriculum is an extension of progressive American methods modified in order to enrich the student in his awareness of his international setting. Such special programs are carried out through an intensive course designed to teach English to non-English speaking children. The Dutch language is studied as a cultural approach toward understanding our host country, while French is offered as a foreign language discipline. In addition to the rigorous academic foundation subjects, a wide diversity of extra activities is offered. (83, p. 46.)

Example 4. The International School of Brussels . . . is a private non-sectarian, non-profit day school dedicated to providing a setting which encourages the development of young people who can adapt to a rapidly changing world. (83, p. 21.)

Example 5. In the Copenhagen International School, the Junior School is international not only in enrollment and teaching staff, but in its outlook and aims, one of which is to foster in young people an attitude of pride in and respect for one's own country while developing an open-minded understanding of the cultures of others. Teaching methods and instructional materials from various sources (but mainly British and American) are utilized. Those who do not speak English upon entering the school receive instruction in English as a Foreign Language. Classes are small and under the guidance of trained and experienced teachers. (83, p. 26.)

8.103 Community Resources

Example 1. The Board encourages the use of community resources and consultants to assist in furthering the educational program. (29, p. 67.)

Example 2. You can become a part of the Volunteers in Persia Program. Our VIP's contribute in many ways to the educational program of our school. Some of their activities are tutoring individual children, serving as teaching aides, and supervising small work groups. These activities are organized by the teachers and implemented by the VIP's. Others prefer to help in the Media Center, in offices, or contribute their talents in art, crafts, music, or typing.

Information about becoming a VIP can be obtained by asking any staff member for the name and telephone number of the director. It is one of the special interest activities of the American Women's Club.

Other parents not in the VIP Program are urged to cooperate with teachers by sharing their professional talents in such ways as discussing how computers work, explaining the geology of Iran, or describing their experiences when they lived in Africa and showing children slides and artifacts collected. The areas of parent interest are unlimited. (180, p. 7.)

8.20 Instructional Goals and Objectives

Example 1. To fulfill our objectives emphasis is placed upon the following: (1) An American curriculum, (2) Small teacher-student ratio, (3) A qualified and experienced faculty, (4) The enquiry method of teaching, (5) Programs promoting sensitivity to the arts, (6) Guidance and counseling facilities. (83. p. 38.)

Example 2. St. John's was founded in 1964 to meet the needs of children of English-speaking residents in or near Brussels who sought for their children a sound academic program in a Christian atmosphere. The School has grown from an opening enrollment of around 100, to 680 students today. The curriculum is based on traditional methods, taught by a multinational faculty using modern techniques and equipment. An American course of study is basic, but flexible enough to accommodate several key British GCE examinations as well as other European educational requirements. (83, p. 23.)

Example 3. The American School of Madrid emphasizes American curriculum, materials and teaching methods to prepare students for college entrance in the United States. (29, p. 20.)

Example 4. ACS considers education one of the most important services men perform for one another. Major emphasis is placed on individualized instruction permitting a student to learn at his own rate and learning style. (83, p. 42.)

Example 5. The ACS curriculum provides educational opportunities consistent with current educational programs and trends in the United States. The comprehensive program offers a broad range of choices: courses to meet the needs of the college-bound (advanced courses), and courses to meet the needs of those who may wish to seek further training and opportunities in other directions. (83, p. 42.)

Example 6. The school must provide its children with a sound core of knowledge, understanding, competence, wholesome interests and ideals and promote an attitude of inquiry. It is committed to developing individuals who have inquiring minds linked with sound reasoning.

The mingling of national, religious and social elements gives American culture its unique strength and is well exemplified in the school, where children work harmoniously with those of different backgrounds.

As a result of his experience in the American Community School, each child is expected to be able to continue his education in his own country and take with him an appreciation for the traditions and culture of his overseas environment. (3, p. 5.)

Example 7. The school is concerned with the pupil's physical development, his social adjustment, his emotional growth, his spiritual attitudes and ethical values, as well as his intellectual stimulation. (3, p. 4.)

Example 8. The basic aim of the High School is to prepare students for entrance to institutions of higher learning. The emphasis in all courses is on the development of critical thinking, sound research techniques, and the application of knowledge to new situations. (99. p. 7.)

Example 9. The elementary program consists of Pre-Kindergarten through Grade 6. In addition to the normal U. S. curriculum, students desirous of receiving the Colombian "Certificado de Primaria" are required to take Religion and Colombian Social Studies, which are taught in Spanish. (138, p. 11).

Example 10. The nursery program is patterned after those found in the better private nursery schools in the United States. The classroom facilities include considerable equipment for creative play. Very popular with the children are the water table, the big sturdy dump trucks, and a completely equipped play house.

The session is a half day and the size of the group is limited. To enroll the child must be at least three years old, be toilet trained, and sufficiently independent to be able to leave his mother for that period of time. (164, p. 4.)

Example 11. The secondary curriculum is basically a college preparatory program which provides all the necessary required courses for the Colombian "Bachillerato Certificate" and/or the U. S. High School Diploma. Although the school strongly recommends that all students should follow the more enriched "Bachillerato Program," students transferring from other countries and who are handicapped by an insufficient knowledge of Spanish may be given permission to take only those courses required for the U. S. High School Diploma by submitting a written request to the school signed by the parents. (64. p. 5.)

Example 12. Students in the U. S. Program are treated as individuals and individual differences are respected. When possible, independent study is encouraged within normal classes. No student need be failed or held back if he is willing to put forth effort. The faculty, counselor and Director are prepared to assist all students in problems arising in the school or related to the student's education and growth. (26. p. 12.)

Example 13. The school has a twofold responsibility:

1. To educate all children for competent citizenship in the American democratic society.
2. To help every individual develop to his highest unique potential.

This requires that the school maintain a balanced, flexible program providing for the sequential development of both of these major responsibilities of the school. The curriculum is aimed toward not only a sound development of each child's intellectual abilities but the building of important moral values and esthetic appreciations as well. (191, p. 5.)

8.30 Curriculum Development

8.301 Research and Development

Example 1. The Board of ASI encourages research and development concerning the school curriculum. It recognizes the complexity of developing a curriculum for an international student body and encourages activities and linkages which will foster and enhance curriculum development for the ASI and similar schools.

Example 2. Curriculum development is a continuous process which constantly utilizes new research in the education of children. All professional staff will be involved at the appropriate times in the constant effort to improve education for SAS students.

The Board recognizes the importance of research and development in the school and the maintenance of up-to-date learning experiences for children. To this end the Board will provide financial support of programs for the development of curriculum, including employment of professional personnel to develop curricular guides, courses and units of study, and special instructional materials. (191, p. 5.)

8.302 Curriculum Adoption

Example 1. Curriculum and course changes will be presented by the Headmaster to the Board for its approval. (29, p. 20.)

Example 1. The American School is committed to the constant search for more effective means to improve the WHY, the WHAT and the HOW of the learning experiences offered to students. Its curriculum has three basic purposes of education:

1. The development of the WHOLE CHILD—the child as a social, emotional and thinking being who must become an integrated, fully functioning adult.
2. The nurturing of individuality and creativity in thought and in self-expression.
3. The transmission of the enduring values of a democratic society and an inter-dependent world.

The curriculum seeks to provide learning experiences which serve those three goals. It presents the students with:

Concepts: The big ideas in the social and physical world which concerns man and which he studies through his sciences.

Skills: The techniques and processes that man uses in order to go about the business of learning and living in this world:

Communication skills (reading, writing, speech and media)
Computational skills
Research skills
Economic skills
Democratic process skills

Values: The goals and beliefs that each man holds dear which give meaning and purpose to his activities.

All the subject matter taught relates to the above concepts, skills and values. The method of instruction in all classes is guided by the following principles:

Instruction should be individualized in order to provide meaning and success for each child.

Process is as important as product in learning. How the student arrives at an answer is as important as the answer itself. Did he use good problem-solving methodology? Did he search for divergent answers? Did he use higher thought processes? Did he compare, analyze, synthesize, apply his knowledge?

Socialization is as important as individuality. The student enhances himself as an individual when he is involved with and caring for others. A positive role as a citizen makes him a happier individual. In this school he has an especially rich opportunity to enhance his social experience through cross-cultural interaction. A bi-lingual, bi-cultural situation makes this school a laboratory for cross-cultural experiences. (23. p. 5.)

Example 2. The curriculum of the school, including the choice of textbooks and other teaching materials, shall be under the direction of the Board of Directors. The curriculum shall reflect United States theory and practice in education to the greatest feasible extent. To this end, it shall conform as closely as possible to accepted courses of study in the United States. The curriculum shall include instruction in the language, literature, geography, civics, and history of Paraguay. (24. p. 5.)

Example 3. Experience in the world of work is important for all American youth. The learning experiences in the real and practical environment of business and industry provide opportunity for practical application for the academics.

The Board recognizes Work Experience as an important elective educational experience for students and grants credit toward graduation from the secondary school to students successfully completing the course.

Work Experience is defined as supervised, part-time employment of students with the intent of assisting them in developing desirable work habits and attitudes in actual job situations. Work Experience may include an emploratory design, the purpose of which is to ascertain the student's interest and suitability for a particular career or occupation. (191, p. 11.)

Example 4. English is required for all students in grades 7-12. Additional English may be required as a second language. Developmental Reading may be substituted for an English course where individual assistance is needed.

Social Studies is required of all students grades 7-12. Latin American History, U. S. History and Civics are required of all students during their attendance at A.C.S.

All seventh and eighth grade students will enroll in a course in Science. Science courses available for students in grades 9 and 10 are Earth Science and Biology and for grades 11 and 12 available courses are Biology, Chemistry and Physiology.

In grades seven and eight, mathematics is required of all students, while in grades 9-12 courses may be taken according to ability and progress. These courses include Developmental Mathematics, Algebra I, Geometry, Algebra II, Trigonometry and Advanced Mathematics.

Spanish, Bolivian History, Geography and Civic Education are required of all students.

French I, II and III, Music, Typing, Art, General Shop, Drafting, Home Economics and Journalism are elective subjects. In addition to the above-mentioned courses, qualified Seniors and Juniors may choose to serve as Teacher's Aides, Library Aides, Office Aides and/or other school service aides.

All students are required to successfully participate in Physical Education unless they present a doctor's certificate excusing them. (5, p. 24.)

Example 5. The ASI Board instructs and authorizes the Superintendent, in cooperation with ASI staff and faculty, to develop curriculum guides and course outlines, as appropriate, to assure that the instructional program reflects the best possible combination of U. S. curricula enriched by the culture and language of the host country. The curriculum shall be consistent with the school's goal of preparing the students for transfer to U. S. schools and other ASOS and to continue higher education in the U. S.

Example 6. The ASI Board . . . (see Example 5) higher education in the U. S. or the host country. The host country preparation program for higher education will have some commonalities with the U. S. program but the U. S. program will be organized so that students may pursue it in the English language.

8.304 Teaching Materials and Facilities

Example 7. The library is the resource center of the school. Here are housed books, periodicals and audio-visual materials consisting of filmstrips, recordings and 8 mm cartridge films, all of which give support to the curriculum.

The collection also reflects the recreational interest of the students. In recognition of the wide diversity of reading habits of young teen-ages, the library provides an ever growing collection of paperbacks, many of which are adult titles. The community resource file is available in the library. This should prove a valuable tool for teachers who are planning field trips or who wish to engage a speaker with a particular expertise. (165, pp. 17-18.)

Example 2. The school shall provide library materials for pupils. These materials shall be of quality and in sufficient quantity to provide adequate resource materials for the optimum educational attainment of each individual student. (191, p. 10.)

8.40 Basic Curriculum Design

8.401 U. S. Programs

Example 1. In general, the course of studies in the elementary section follows what is typically given in elementary schools in the United States. Other courses of study are added when needed and when they are applicable to the local situation. All textbooks and other educational equipment are purchased in the United States. Text materials are current and are kept up to date. Spanish instruction is given to all students, regardless of their present ability in the language. (192, p. 5.)

Example 2. A basic standard curriculum is offered in the high school with a choice of six majors; English, History, French, Science, Mathematics or Business. The American School in Tehran is accredited by The Middle States Association of Colleges and Secondary Schools. (181, p. 6.)

Example 3. The school has a flexible curriculum designed to meet the needs of a highly mobile community. (83. p. 40.)

Example 4. Carol Morgan School is a private and independent English-language school with an internationally represented student body. A large majority of its teachers and administrative staff are from the United States. It is accredited by the Southern Association of Colleges and Schools, and it offers an American-style curriculum. The primary purpose of the school is to prepare its students for universities in the United States. (68, p. 111.)

Example 5. Areas of study include English, Spanish, French, math, science and social studies. In English, science, and social studies the presentation of subject matter is by the method of units and achievement levels; each one decided upon by teachers and students. There are within the units provisions for depth studies and independent work. For math the program is one of individualization and continuous progress. Physical education classes, required and supervised by middle school teachers, are alternated with time devoted to exploratory activities. Provided for middle school students is a study period under the supervision of home base teachers; it is used for projects, remedial and/or enrichment work. All courses are taught by home base teachers and departmental specialists in math and science assigned to the middle school. However, in preparation for high school courses and in order to provide a transitional program, capable students of level 8 go over to the high school to take English and social studies courses. (192, p. 6.)

Example 6. The school curriculum is an extension of progressive American methods, modified in order to enrich the student in his awareness of his international setting. Such special programs are carried out through an intensive course designed to teach English to non-English speaking children. The Dutch language is studied as a cultural approach toward understanding our host country, while French is offered as a foreign language discipline. In addition to the rigorous academic foundation subjects, a wide diversity of extra activities is offered. (83, p. 46.)

Example 7. The curricula of the Escuela Americana shall be constructed in such manner as to fulfill as nearly as possible the philosophy statement. The curricula of the school shall be approved by the Board of Directors as well as any major changes.

U. S. Diploma: All students attending Escuela Americana shall pursue a course of study satisfying the requirements of the U. S. Diploma as outlined in the Student Handbook and approved by the Board of Directors.

Bachillerato Program: Any student desiring to fulfill the requirements of the Bachillerato program may do so by fulfilling the requirements as outlined in the Student Handbook as approved by the Minister of Education. (79, p. 14.)

Example 8. The American Community Schools of Athens, Inc., is a private non-profit organization offering an American educational program from kindergarten through twelfth grade.

Example 9. The American School of Bucharest, founded in 1962, is a private, non-profit coeducational day school serving the English-speaking community of Bucharest. The school offers a program of studies for levels ranging from Kindergarten through Grade 8. The curriculum is primarily American in character and instruction is in English. French is taught as a foreign language. There is no religious instruction. (83. p. 65.)

Example 10. Using educational materials primarily from the United States, the Antwerp International School, VZW employs experienced teachers who can provide the students with an educational experience which will enable them to return to the United States or their own countries and continue their education. (83, p. 20.)

Example 11. The curriculum of the ASM is that of the U. S. with emphasis in the higher grades upon preparing the students for college. Instruction is in English. All students are required to study Spanish. Most of the graduates attend colleges and universities in the United States. A few continue their studies in Europe. (83, p. 70.)

Example 12. In the American School of Paris, in grades 9-12, the curriculum is designed to meet the entrance requirements for American universities. Eighteen units are required for graduation, including four years of English, three of Mathematics, two of Social Studies (one of which must be American History), three of French, two of Laboratory Science, one of Fine Arts, and three half-credit courses in P. E. Elective courses are available in Ceramics, Comparative Religions, Film-Making, Logic, Mechanical Drawing, Photography, Studio Art and a variety of electives in English, French, Music, Science and Social Studies. (83, p. 28.)

8.402 National Programs

Example 1. The Iranian Cultural Studies program is an exciting part of each child's curriculum. The classes are designed to help American Children live more happily in Iran. To the extent that these classes promote understanding of the differences between the cultures will the children learn to live more effectively in Iran.

Most of the ways that understandings are developed involve activities such as field trips, meeting Iranian people, learning Farsi, playing Iranian games, listening to music, preparing and eating Iranian food, and celebrating holidays of national significance in Iran. (180, p. 4.)

Example 2. Spanish is a required subject for all students at Colegio Karl C. Parrish. Non-Spanish-speaking students may take "Spanish as a Second Language" until their knowledge of that language has improved sufficiently enough to allow them to enter the regular Spanish class. (64, p. 5.)

Example 3. The ASI provides a dual program required for all students through the elementary level. Included are the U. S. curriculum and the National curriculum. The policy of the school is to integrate these programs to the extent possible within National Ministry regulations. Students who speak only English should be provided with special learning opportunities to assist them during a reasonable transitional period. The school also operates a high school program approved by the National University. Students may pursue this program or the U. S. high school program at their option with the approval of their parents. It is the policy of the school that qualified students may select from both programs in building their educational plan if it meets requirements and if space is available.

8.403 Bilingual Programs

Example 1. With authorization from the Ministry of Education, the ASI offers a bilingual program without repetition of subjects or courses in different languages. Special English and Special National Language courses are provided to monolingual students until they are competent enough in both languages to pursue the bilingual program.

Example 2. The John F. Kennedy School, founded in 1960, is a bilingual, bicultural comprehensive school (k-13) housed in spacious, modern facilities in suburban West Berlin. It is a tuition-free public school. A special act of the Berlin Parliament (1964) enables the school to design its own educational policy. The school has become a working model which combines bi-national education and international cooperation. (83, p. 35.)

Example 3. The purpose of the nursery and kindergarten is to prepare children for regular school experience. During these two years the vocabulary of children already speaking English is strengthened. For children who have had no English-speaking experience, an extensive learning program takes place. By the time the child is ready to enter first grade, he has developed good English speaking skills, he knows what is expected of him in a classroom, and he has some knowledge of group behavior. For those children who are ready in kindergarten, the reading readiness program is intensified during the second semester. A number of children begin the reading process before entering first grade. (57, I, p. 8.)

8.404 Special Second Language Programs

Example 1. Vienna offers an excellent opportunity for the study and daily use of German, and an integral part of the school curriculum is the comprehensive German language program. Teaching methods are adapted to the age and level of proficiency, and major emphasis is placed on the acquisition of conversational skill. (83, p. 18.)

Example 2. German instruction is offered 5 times per week. The German program is tailored to meet the specific needs of children at different levels.

The newly arrived student receives an introduction which is basically oral and based on life-like situations which he will be encountering in his new environment. As the child acquires facility in spoken German, reading and writing activities are introduced. Native speakers and children who have lived here long enough to be completely at home in the German language are given special programs to encourage greater understanding of German culture and to familiarize them with German literature.

Generally in the primary grades, greater emphasis is placed upon conversational German. Middle School students, (grades 4, 5, and 6) receive instruction utilizing various elements of the Nuffield Program, one of the more highly regarded language instruction programs. In the High School there is a transition into the ALM language approach and greater stress is placed upon the cultural aspects of German. (168, p. 4.)

Example 3. Special Spanish classes are given at 7:30 a.m. to students in the 3rd, 4th, and 5th grades who do not speak Spanish. At the beginning of the school year, teachers will turn in a list of those students who lack sufficient Spanish to attend the regular Spanish classes. (138. p. 16.)

Example 4. The Gloria Felix School is a private coeducational boarding school for children through primary grades and continuing through high school. The curriculum is based on the American plan, enriched by intensive German study and including other foreign languages such as French and Spanish for capable students. (83, p. 19.)

Example 5. Children who do not know Spanish upon entering the second semester of the first grade, when the government program in Spanish begins, must take a class of special Spanish as well as the English studies until they can carry on the regular Spanish work required by the Mexican government. (16, p. 15.)

Example 6. Resolved that the school inaugurate a controlled group of non-English speaking children of pre-kindergarten age to teach them the language in two years before they enter first grade; such a class to be begun immediately. (18, p. 29.)

Example 7. Children who have to be transferred from one language department to another are taught in "non-speaker" classes until they have sufficient knowledge of the language in the department concerned. (83, p. 51.)

Example 8. Spanish is a required subject for all students at Colegio Parrish. Students who do not speak Spanish may take "Special Spanish" until their command of that language is sufficient to allow them to enter regular Spanish classes. (138. p. 11.)

Example 9. A pilot program to teach spoken Farsi is being developed as a part of ICS. Research indicates that speaking and learning languages may have a basic effect upon children's attitudes toward other cultures. Fortunately, the study of the language can be an integral part of the study of the Iranian culture from first-hand experience; the ideal motivation. (180, p. 4.)

8.405 Dual Programs

Example 1. In the Senior School a dual program is offered. An English curriculum prepares students for the General Certificate of Education. O and A level examinations and an American-oriented program for students intending to attend British and European universities (including Advanced Placement courses) is offered for students intending to apply to North American universities. (83. p. 34.)

Example 2. See 8.402 and 8.403

8.406 Other

Example 1. The curriculum is set out to cater to the needs of each child in an effort to prepare him for return to his own local education system. It is necessarily broadly based with consideration given to current trends in curriculum development in the United States of America and Great Britain. (83. p. 73.)

Example 2. To accommodate students who wish to transfer to another school in September, the secondary school operates an accelerated program which allows students to finish their year by the end of August.

Teachers prepare additional work for the students to perform from June 1 to the last week in August in lieu of the work missed at the end of the year.

Parents must present evidence that the student has been accepted by the other school not later than the end of June. After this date, the student may be dropped from the program if such evidence has not been presented.

Tuition and all fees for the full school year (January through October) must be paid before August 31. No transcripts will be sent until all fees have been paid.

No accelerated program is offered in elementary. However, students leaving in August are given the standardized examinations normally given at the end of the year. The results of these examinations are placed on the student's cumulative record and sent to the school to which the student is transferring. (124, p. 11.)

Example 3. Sophomores, Juniors or Seniors who have demonstrated a capacity to study and a capability for achievement and who have special academic interests which they would like to pursue and which are not offered by the AES curriculum may do so provided:

a. A suitable and qualified teacher (must be approved by the High School Coordinator) is selected to sponsor and assist with the study.
b. The student discusses his intentions with the Coordinator and obtains his approval.

Private music, travel experiences, and language lessons may qualify for independent study projects subject to teacher qualifications and Coordinator's approval.

Independent Study Project students who are participating in student activities taking extreme amounts of time may request that one credit be given. Students may take independent study for one or two or three credits, and, in general, independent study projects cannot be substituted for the basic requirements in other areas.

Independent study projects in a specific course may not be taken during a trimester in which that course is formally offered.

If the independent study is in the Fine Arts, a terminal activity must be included, such as a show, recital, or publication of literary works in the school literary magazines. (162, p. 16.)

8.407 Religion

Example 1. Students will not be released from scheduled periods of instruction to receive religious instruction. The school premises will be made available outside of regularly established school hours to recognized religious groups for religious instruction of students enrolled at Escuela Americana. The religious group supervising the instruction will be responsible for the welfare and conduct of the students and the maintenance of school property during such time as the students are receiving their religious instruction. (79, p. 54.)

Example 2. Religious Instruction

1. American tax-supported schools do not incorporate religious instruction into their curricula. The Colegio Bolivar, receiving U. S. government funds, cannot grant any time or room space to religious instruction as a part of its school day.
2. Students who are candidates for the Bachillerato certificate are required by Colombian law to attend classes in religion.
3. The policy of our school, therefore, is to permit any faith that so requests

use of our rooms either before or after the normal school day.
   a. The use of rooms is restricted to classes for students regularly enrolled in the Colegio Bolivar.
   b. Attendance in those classes must be entirely voluntary.
   c. Instructors must be provided by the church concerned.
4. Each student who wishes to participate in religion classes is charged a semestral fee of $50.00 which is paid in the office. The money is used for:
   a. Paying the instructors.
   b. Contributing to charitable causes.
5. As of November 1965, the Catholic church is the only organization conducting classes in Colegio Bolivar rooms. Instruction is provided twice a week.
   a. Customarily on the second Saturday in May, children who have been prepared receive first communion in the chapel of Colegio Berchman—Templo Votivo del Sagrado Corazon de Jesus, Avenida 2 Norte #6-25.
   b. Arrangements are made by the nuns in cooperation with a committee of mothers of the children concerned. (57, II, p. 12.)

Example 3. Although the American School of Guatemala is non-denominational, parent groups provide religious instructions as requested by the parents. The school does not select or pay the teachers. (25, Sec. 30, p. 1.)

Example 4. The school is secular. Religious instruction is not a part of the scholastic program nor shall the school premises be used for religious purposes other than those required by law.

When religious instruction is required by law, these classes will be scheduled after the close of the school day. When this is not practicable, they may be scheduled at other times to be determined by the Headmaster. (29, p. 19.)

8.408 Co-Curricular

Example 1. See 8.406

Example 2. The ASI encourages the development of co-curricular opportunities for its students. All co-curricular activities must be approved by the Superintendent.

8.50 Grouping for Instruction

8.501 Aptitude and Achievement

Example 1. It is the policy of the ASI that children will not be grouped in sections according to aptitude and/or achievement tests. Groupings within a section for instructional purposes, e.g., reading, is permitted.

8.502 Language Achievement

Example 1. The school shall maintain a language balance so that the number of students with a non-English language background shall never endanger the effectiveness of the educational program. As a working guideline, the number of non-English language students should not exceed 25% in any one class. (183, p. 1.)

8.500 Grouping

Example 1. The American School feels that there is something to be gained by placing students with similar strengths or weaknesses into the same classroom group. Although many factors could be taken into consideration in making such grouping, the main areas of concern will be language ability in Spanish or English. In grouping students for English language ability two main divisions will be made:

1. *English as a First Language.* Students who may be taught using U. S. textbooks and materials on, above or only slightly below the grade level placement.
2. *English as a Second Language.* Students whose exposure to English has been limited and for whom special materials and procedures must be employed in the teaching of the English language.

Although language ability for individual students varies greatly both between and among certain groups, it can be assumed that at grades K, 1 and 2 only one section will be designated *English as a First Language (EFL).* In Grades 3, 4, and 5 two sections will be designated EFL and 3 as ESL. *No attempt will be made by the Administration to more finely divide the students into groups based on English ability.*

In grouping students for Spanish language ability two main divisions will be made:

1. *Spanish as a First Language: (SFL)* Students who may be taught using the Salvadorean Government program, textbooks and materials at grade level placement.
2. *Spanish as a Second Language: (SSL)* Students whose exposure to Spanish has been limited and for whom special materials and procedures must be employed in the teaching of the Spanish language.

In Grades 1-5 it is assumed that the number of students needing special help with Spanish (SSL) will not be enough for even one complete section.

Those students whose knowledge of Spanish is considerably below grade level—more than 2 years—should be sent to the Special Spanish Teacher after consultation with her as to the time of these classes.

The remainder of students will be classified as (SFL).

No attempt will be made by the Administration to more finely divide the students into groups based on Spanish ability.

If a team of Teachers (English & Spanish) would by mutual consent like to transfer a student from one section taught by them to another taught by them, they may do so without consulting the officer.

Students transferred from one team to another should be made only after consulting the Principal. (80, pp. 15-16.)

8.503 Class Size

Example 1. The Board sets a limit on class size because of academic consideration rather than simply because of physical space.

The normal class size is 25 students. The Headmaster is authorized to increase this to 28 on a temporary basis when the situation warrants.

An increase in the normal number of students in a class is perfectly acceptable where there is team teaching or where there are teacher aides, for example, but not in the normal self-contained classroom. (29, p. 50.)

Example 2. Every effort is made to keep classes with no more than thirty pupils. No class of less than ten pupils may be organized without express approval of the Superintendent. (16, p. 17.)

Example 3. The U. S. Program enjoys a low teacher-student ratio: about 1:14 on the average. This compares favorably with the better private schools in the United States. It enables teachers to conduct their classes less rigidly and in seminar fashion with maximum student participation. (26, p. 11.)

Example 4. In acknowledgement of the academic standards maintained at the school, it is inevitable that every measure possible be taken to insure good working conditions. Students work at their best when they have access to individual help from the teacher. A favorable student-teacher relationship is best realized in small classes. Therefore, an effort is made to hold Bolivar classes to the following maximums:

Nursery	20 students
All Others	25 students

In the event that the desired limit is impossible to hold, solution to the problem is sought by:

1. Division of an elementary grade into two classes.
2. Division of a high school grade into groups for alternate activities. (57, I, p. 30.)

Example 5. Due to a teacher-student ratio of 1 to 6, the school can provide an outstanding academic program. The progress of each child is individually counselled and re-enforced. Modern school equipment and an extensive library facilitate studies and extra-curricular work. (83, p. 19.)

Example 6. The school essentially follows the American curriculum. The teacher-student ratio is about 1:8, thus providing much individual instruction and help for each child. (83, p. 52.)

Example 7. Class size refers to the number of students under the jurisdiction of a teacher at any one time. Since an appropriate class size depends to a large extent on the nature of the work, the school avoids setting inflexible limitations on the number of students permitted in a class. The decision on class size is left to the sub-directors. (124, p. 9.)

Example 8. Children learn in different types of groups; the small group allows a child a great deal of opportunity to discuss, explore and participate on a give-and-take basis. Every child has the opportunity to participate in independent study to pursue things that are of interest at the moment. The student will complete challenging assignments designed for his needs. Another learning mode is the one-to-one pattern. This means that one student would be paired with another student or with a teacher. The students also learn in the usual or best-known mode—the large group. (3, p. 4.)

Example 9. In acknowledgement of the academic standards maintained at the school, it is inevitable that every measure possible be taken to insure good working conditions. Students work at their best when they have access to individual help from the teacher. A favorable student-teacher relationship is best realized in small classes. Therefore, an effort is made to hold Colegio Panamericano classes to the following maximums:

Kindergarten	25 students
All Others	25 students

In the event that the desired limit is impossible to hold, solution to the problem is sought by:

1. Division of an elementary grade into two classes.
2. Division of bachillerato grade into groups for alternate activities. (65, p. 13.)

8.504 Block Programs

Example 1. The ASI program organization is such that several teachers, including specialists, work with groups of children. The ratio of four teachers per 125 students will be maintained unless extraordinary circumstances prevail. In such cases, the Superintendent can make exceptions and advise the Board of such action.

8.505 Other

Example 1. In grades Kindergarten through the 6th, mix the students on a 50/50 basis so the same class is not together as a group next year. (138, p. 32.)

8.60 Textbook Selection and Adoption

Example 1. The Superintendent, after conferring with the Principal and Textbook Committee, recommends to the Board of Directors the texts and supplies to be used at the American School. After the Board adopts these texts, no change may be made; therefore, no teacher is at liberty to ask children to buy books or materials which are not on the school list. Suggestions for change in texts and supplies should be made to the principals who in turn confer with the Superintendent concerning the proposed change, but no change is effective until it is on the official school booklist published each semester. (16, pp. 22-23.)

Example 2. The General Director shall exercise over-all supervision of the policies and procedures for study and selection of books used in the school. The Board of Directors may request further study and exercise its right to approve or reject any book used in the school.

The Principal and Department Chairmen will review all suggested books and upon concurrence recommend to the Director for adoption.

All textbook adoptions will be for a period of not less than three years. (79, p. 15.)

Example 3. Singapore American School considers instructional materials to have educational value if they contribute to the positive growth of a student, either as an individual or in relation to society.

Education by this definition has two aspects which are reflected in materials selection. One is the importance of permanent materials valuable over a long period, and the other is the importance of ephemeral materials—topics which touch on urgent public issues or current problems.

TEXTBOOKS. The Board shall approve and adopt annually, basic and supplementary textbooks to be used in the school.

The textbooks to be used in the course of study shall be recommended and approved for purchase by the school's Curriculum Council. The governing Board shall receive a copy of the list of textbooks annually.

The Principals shall be responsible for the preparation of the list of textbooks used in the school and for filing it each year with the Superintendent.

PURCHASE OF BOOKS. The Board shall purchase textbooks for the use of pupils and shall supply the books without charge to the pupils.

DISPOSAL OF BOOKS. The Superintendent shall develop, for Board approval, method of ordering distributing and disposing of school textbooks.

TEXTBOOKS AND SUPPLEMENTARY MATERIALS.

a. The Principals of the respective schools will be responsible for selecting and ordering textbooks and supplementary materials from the approved lists for classroom use.

b. All teachers should inform their immediate supervisor before using personal materials of a possible controversial nature.

c. Ultimate responsibility for materials selection as for all school activities, rests with the Board of Governors. (191, pp. 8-9.)

8.70 Graduation Requirements

Example 1. A minimum of 20 credits are required for graduation from the American Cooperative School.

The specific curricular requirements are as follows:

English	4 Credits	
Mathematics	2 Credits	
Science	2 Credits	
Social Science	3 Credits	(this requirement to include 1 credit in U. S. History and 1/2 credit in Civics)
Spanish	3 Credits	
P. E.	4 Credits	
Electives	2 Credits	

(6, p. 21.)

Example 2. Requirements for graduation are established by the Board with the recommendation of the Headmaster. They shall be consistent with the stated goals of the school and the requirements for admission to institutions of higher education. (29, p. 61.)

Example 3. The American School of Madrid will only grant its diploma to students satisfactorily completing all graduation requirements. (29, p. 17.)

Example 4. Graduation Requirements

1. To qualify for graduation from high school, students will be required to complete a total of 20 credits, including 4 credits in English, 2 credits in Social Studies, 2 credits in Science, 2 credits in Mathematics, 2 credits in Physical Education and 8 elective credits.
2. Taipei American School may issue diplomas or equivalency certificates at the discretion of the Board of Directors to service personnel, veterans and other adults who have not completed high school provided they meet the following requirements:
   a. Minimum test scores: A standard score of 40 or above on each of five tests and an average standard score of 45 on all tests.
   b. Minimum age: Nineteen
   c. Residence: not required
   d. Previous high school enrollment
      1. Test scores together with previous educational attainment and work experience are considered by the counseling staff to determine the subjects required for the award of the high school diploma or certificate.
      2. Applicant must be in regular attendance at Taipei American School for a minimum of two quarters. Subjects needed for high school certificates, based on GED Test results are: Science, Mathematics, English and U. S. History.

Example 5. Graduation Requirements

190 hours of credit are required for graduation from the American High School

for students graduating in 1974. Students graduating in 1975 and thereafter are required to complete 200 hours of required and elective courses.

10 hours of credit is given for successful completion of a year course which meets five days a week for a minimum of 36 weeks. 5 hours of credit are given for passing a semester course which meets five days a week for a period of 18 weeks. A passing grade is a "D," a college recommending grade is a "C" based on a five place scale from "A" to "F."

Included in the hours of credit are certain specific requirements. The following are the requirements for The American School, Tehran, Iran.

1. English. 4 years from English 9, 10, 11 and 12 (each 1 year). Certain substitutions can be made for 11th and 12th grade English. Such acceptable substitutes can be checked in the Guidance Office. College preparatory students must take all four years of English.
2. Mathematics. 1 year required, may be satisfied by completing any one course listed.
3. Health and Physical Education. 1½ years required to be taken in 9th and 10th grade.
4. Science. 1 year required, may be satisfied by completing any one course listed.
5. Social Studies. 3 years required. Modern European History (1 year), U. S. History (1 year), U. S. Government (½ year), and ½ of other courses.

A course in Art and Music is recommended as a supplement to specific requirements.

All hours which count toward high school graduation must be taken in grades 9, 10, 11 or 12. High school courses if allowed to be taken in grades 7 or 8 will not count toward graduation, but will count toward major and minor requirements.

In addition to year and course requirements there are major and minor requirements. A major is 3 years in one field; a minor is 2 years in one field. Each graduating student must have 2 major fields and 2 minor fields. Normally the requirements in English and Social Studies comprise the 2 major so that careful attention need be given only to the 2 minor fields.

All students must carry five (5) subjects each semester. Students are permitted to carry seven subjects provided the choice does not, in the opinion of the counselor and principal overload the student.

Student initiated change of program (from one subject to another subject) will be permitted only during the 2nd week of school, or in the case of a 2nd semester course, during the first week of the second semester except under special conditions. Students may drop a course (change to study hall if they had six classes to begin with) until the end of the first grading period with no grade to show on their transcript. Students dropping a course after the 1st grading period will receive an "F" on their transcript.

Possible exceptions may be made due to medical or other extraordinary conditions. (181, pp. 7-9.)

Example 6. The minimum required courses for the Colombian Bachillerato Diploma and the U. S. High School Diploma are listed below.

7th	*8th*
Religion	Religion
• History of Colombia	• History of America

- Geography of Colombia
- Spanish
- English
- Natural Science
- Art
- General Math
- Physical Education
- Vocational Education

- Geography of America
- Spanish
- English
- General Biology I
- Art
- General Math
- Physical Education
- Vocational Education

9th

Religion
- World History
- World Geography
- Spanish
- English
- General Biology II
- Elective
- Algebra I
- Geometry
- Physical Education
- Vocational Education

10th

Religion
Colombian History and Sociology
Colombian Economic Geography
- Spanish
- English
- Human Anatomy
- Elective
- Algebra II
- Geometry
- Physical Education
- Vocational Education

11th

Religion
Philosophy
Colombian Civics
- Spanish
- English
- Chemistry
- Physics
- Physical Education
- Vocational Education
- Elective
- Analytic Geometry and Trigonometry
- U. S. History

12th

Religion
Philosophy
Colombian Civics
- Spanish
- English
- Chemistry
- Physics
- Physical Education
- Vocational Education
- Elective
- Calculus and Analysis
  Alfabetizacion

Note:
a. Religion is required only for students of Catholic faith.
b. Vocational and elective courses may vary from year to year.
c. Special programs may be designated for transfer students with language or academic background handicaps.
d. •—Designates U. S. High School courses
(62, pp. 35-36.)

Example 7. Graduation Requirements

The Board of Governors supports the concept that for most children a normal year-by-year progression through the grades will ensue.

Completion of the full curriculum in the elementary school is expected of all pupils. There is no specific delineation of graduation requirements for promotion from the eighth grade.

HIGH SCHOOL. Satisfactory completion of the eighth grade or the equivalent.

Completion of a minimum of 20 credits in ninth, tenth, eleventh and twelfth grades.

The required courses listed below must be completed satisfactorily:

English	4 Credits
Mathematics	2 Credits
Science	2 Credits
Social Studies	2 Credits
Physical Education	2 Credits
Electives	8 Credits

One credit in physical education may be earned by equivalent participation in intramural and/or interscholastic sports

A maximum of two credits may be earned through the elective courses in Work Experience, limited to qualified students in the 11th and 12th grades.

Eight semesters of high school attendance is normally required.

Students whose scholastic performance warrants shall, by action of the Board of Governors, be awarded diplomas with honors.

EARLY GRADUATION. Students whose academic performance and plans for post-graduate education warrant special consideration may accelerate their high school education by one semester. Criteria for permission to graduate early, i.e., before the completion of eight semesters of attendance, include:

a. Parent approval
b. Academic excellence—good citizenship and study habits; normally in the highest 10 per cent of the class
c. Instructor's approval to accelerate English requirement beginning the second semester of the 11th grade
d. A plan, approved by the administration, for post-graduate education
e. Early departure from Singapore

ATTENDANCE. A satisfactory record of attendance for the equivalent of eight semesters.

If the student transfers from another high school, he must attend at least the second semester of the senior year in order to qualify for graduation.

CITIZENSHIP. The student must be of good character with a good citizenship standing at the close of his senior year.

BOARD OF GOVERNORS REVIEW. The Board shall review, periodically, high school graduation requirements in order to meet the needs of the students and to provide the best educational experiences possible within the resources of the school. (191, pp. 6-7.)

Example 8. Requirements for Graduation

CORE SCIENTIFIC. The students who have interest and ability in Math and Science areas, and who plan to continue their studies in these fields in the university, should take the Corescientific track. It will prepare a student to continue his studies at any university in the world.

GENERAL SCIENTIFIC. The students who have interest and ability in the areas of Math and Science, and who are thinking of continuing their studies in these fields in the university, but who wish to combine the sciences with the humanities, should take the general scientific track. It will prepare a student to enter a university anywhere in the world.

HUMANITIES. The student who wishes to combine the sciences and humanities, and who wishes to continue his study in the humanities field in the university, but who does not wish to restrict himself to a scientific track, should take the Humanities track. This is college preparatory and will allow the student to enter any university in the world. It combines Math, Science, and the general humanities.

REQUIRED COURSES

Core Scientific

Biology
Chemistry
Algebra I
Algebra II
Plane Geometry
Solid & Trig.
Physics
Calculus

General Scientific

Biology
Chemistry
Algebra I
Algebra II & Trig.
Plane Geometry
General Science
Physics

Humanities

Biology
Chemistry
Algebra I
General Science
Plane Geometry for
C. R. University
Univ. Lit. I & II
Social Studies
Latin American Studies

ALL STUDENTS ARE REQUIRED TO TAKE AT A MINIMUM.

1. English every year for 6 years (7th-12th grade).
2. Spanish every year for 6 years (7th-12th grade).
3. A third language (French, Italian, or German) for those students who plan to take the Bachillerato Exams. Two consecutive years are required; recommended for the 8th and 9th grades
4. Math for four years (7th-10th grade). Five years recommended.
5. Social Studies for five years (7th-11th grade) as follows:
   a. Costa Rican Geography.
   b. World Geography.
   c. World History I & II.
   d. American History.
6. Art for two years in 7th & 8th grade. (111, pp. 8-10.)

8.80 Interscholastic Athletics

Example 1. The sports program of Karl C. Parrish is designed to enhance the educational experiences of the students. The players who are involved in the various sports represent the total student body and therefore should exhibit qualities that are admirable and that increase respect for the total school program. Therefore, to be eligible for any of the non-intramural athletic events (Cartagena games, binational sports festivals, binational golf and tennis tournaments, etc.), a student must adhere to the following:

a. A *6.00 report card average* in each subject.
b. A student who is *suspended* during the scheduled games forfeits his/her rights to participate.
c. Must follow the *practice session rules* as outlined by the coach.

Colegio Karl C. Parrish has two basic sports programs:

1. Intramural
2. Inter-school competition.

The intramural games are sponsored by the Student Council. The sports director organizes and supervises the games as an after-school function. Rules are established by the Student Council.

The inter-school competition teams are the official teams of Colegio Karl C. Parrish and are under the direction of personnel assigned by the Administration.

> *NOTE:* The financial structure of Colegio Karl C. Parrish does not include total financial aid for the sports program; therefore, travel, housing, and uniforms have to be financed by soliciting the aid of private organizations or by the individual players. (64, p. 10.)

Example 2. Physical Education classes are required for all students in the U. S. Program except when excused by a medical doctor.

Sports are included throughout the year: U. S. Football, Archery, Baseball, Track, Wrestling and Olympic-style sports. Students are invited to originate other physical education activities.

Teams of students travel to Quito annually for tournaments with the American School of Quito, Cotopaxi Academy, Alliance Academy and Anderson School. These schools in turn visit Guayaquil.

Intramural games are scheduled regularly as well as games with other schools in Guayaquil. (26, p. 19.)

Example 3. A broad range of activities is available to students wishing to participate in athletic events. Last year there were soccer, basketball, track, baseball, and wrestling, which took students to places like Paris, Brussels, Frankfurt, and locally. Other activities, either intermural or intramural, can be started by students upon request. (167, p. 12.)

Example 4. The Athletic Director shall submit a list of all participants on the fourth Monday of the school year and each subsequent Monday thereafter. Each teacher shall record any "D: or F" grades for any members of his classes on the list and return the list to the Athletic Director by the close of the school on the following day. Any student receiving more than one "F" or a total of three grades below "C" will be ineligible for practice or play the following week; a week to be assumed to begin on Saturday A.M. and to end Friday at midnight. (181, p. 23.)

Example 5. Athletics

The school offers a program in intramural and extramural sports for both boys and girls. Intramural activities for elementary students are conducted on a regular basis after school.

For inter-school sport, the secondary school is a member of the Selangor State Sports Council.

In addition, semi-annual games are held with the Dalat School in Penang and a triangular meet is held with Singapore American School and Joint Embassy School of Jakarta.

The following sports are offered:

Boys	*Girls*
Soccer	Field Hockey

Softball
Basketball
Volleyball
Badminton
Table Tennis
Rugby
(99, pp. 12-13.)

Basketball
Volleyball
Badminton
Table Tennis
Softball
Tennis

8.90 Adult Education

Example 1. The Board authorizes the Superintendent to develop an adult education program particularly to serve the needs of adults associated with the school or its founders. The program may include both enrichment and vocational areas. The program cannot conflict with the regular school program and must be self supporting. The Superintendent shall report to the Board quarterly concerning the Adult Education Program.

9.0 Students

POLICY OUTLINE

- 9.10 Responsive and Fair Educational Opportunity
    - 9.101 Correlation of Eligibility for Admission and Programs
    - 9.102 Student Population and Objectives
    - 9.103 Other
- 9.20 Admissions and Placement
    - 9.201 Admission Requirements
    - 9.202 Assignment of Students to Classes
    - 9.203 Transfers and Withdrawals
    - 9.204 Acceptance of Records from Other Schools
    - 9.205 Transfer Grades and Honors
    - 9.206 Preferential Conditions
    - 9.207 Other
- 9.30 Absences and Excuses
    - 9.301 Absences and Tardiness
    - 9.302 Excuses
    - 9.303 Truancy
    - 9.304 Released Time
    - 9.305 Students Leaving School Grounds
    - 9.306 Late Admissions and Early Withdrawal
    - 9.307 Other
- 9.40 Student Rights and Responsibilities
    - 9.401 Due Process
    - 9.402 Interrogations and Searches
    - 9.403 Interrogation of Pupils by Non-school People
    - 9.404 Conduct
    - 9.405 Smoking
    - 9.406 Alcohol Use
    - 9.407 Drug Use
    - 9.408 Dress Code
    - 9.409 Complaints and Grievances
    - 9.410 Compliance

- 9.411 Excursions
- 9.412 Use of School Telephone
- 9.413 Other

9.50 Student Discipline

- 9.501 Corporal Punishment
- 9.502 Detention
- 9.503 Probation
- 9.504 Suspension
- 9.505 Expulsion
- 9.506 Forfeiture of Tuition
- 9.507 School Bus
- 9.508 Other

9.60 Pupil Personnel Services and Guidance

- 9.601 Guidance Program
- 9.602 Report Cards and Grading
- 9.603 Student Conferences
- 9.604 Parent Conferences
- 9.605 Promotion and Retention
- 9.606 Graduation
- 9.607 Student Insurance Program
- 9.608 Student Health Services
- 9.609 Vaccinations and Immunizations
- 9.610 Communicable Diseases
- 9.611 Standardized Testing and Evaluation
- 9.612 Automobile Use
- 9.613 Accidents, Injuries, and First Aid
- 9.614 Student Transportation
- 9.615 Student Activities and Fees
- 9.616 Student Organizations and Clubs
- 9.617 Student Government
- 9.618 Student Publications
- 9.619 Student Social Events
- 9.620 Community Activities and Performances by Students
- 9.621 Employment of Students by School
- 9.622 Solicitations of Students
- 9.623 Solicitations by Students
- 9.624 Gifts by Students
- 9.625 Contests for Students
- 9.626 Married Students
- 9.627 Unwed Mothers
- 9.628 Student Records
- 9.629 Fines Applicable to Students
- 9.630 Other

POLICY QUESTIONS

9.0 Students

9.10 Responsive and Fair Educational Opportunity

9.101 What policies should govern the eligibility for admission requirements and the nature of the programs offered by the school. What assurances are there that fair practices exist in admission functions. What monitoring should be undertaken to assure appropriate correlation of inter-related practices concerning students.

9.102 What educational needs of what groups of students are to be served and what are the objectives which can be met by the school.

9.20 Admissions and Placement

9.201 What policies are to govern the admission requirements of the school. Is fluency in English a requirement, if so, at what levels. How is fluency to be determined. Is fluency in the language of the country a requirement. Do different programs in the school have different admission requirements and if so what are they. Are standardized instruments to be used to determine language competency. What judgmental factors should be exercised and what authority is provided to exercise judgment. What agreements have been made concerning admission requirements related to shareholding, bondholding, or other means through which people assure a place in the school. Are places assured on the basis of eligibility for admission or is admission a commitment.

9.202 What policies should cover the assignment of students to classes. Is placement in a class dependent on a standardized test score related to grade level placement. Is fluency in any language a determinant for assignment of students to classes. Is heterogenous grouping to be followed or is homogenous grouping authorized according to either language ability or achievement or intelligence.

9.203 What policies govern transfer and withdrawals of students. Under what circumstances may transfers be made within a school. Can a student at the request of his parents be transferred from one section to another. What policies govern the withdrawal of a student from a class. Is the school authorized to withdraw a student. Can a teacher require withdrawal of a student from one class based on the lack of adequate scholastic performance. Are there other circumstances in which permissive or required withdrawals are authorized.

9.204 What policies govern the acceptance of records from other schools. Must records to be official be transmitted directly from school to school. May parents bring school records personally to the school and have them accepted. Are records accepted only from schools which are accredited or recognized and if so under what circumstances. If records are received from unaccredited schools are test requirements made before the acceptance of records.

9.205 Shall the school honor students for outstanding academic achievement, and if so, to what extent shall such honors be based on grades transferred from other schools. Are transferred grades used equally for all purposes, for example, Honor Society and Valedictorian.

9.206 Are there to be preferential conditions of admission and placement, for example, bondholders or shareholders being assured admission places, or teachers and administrators or dependents of certain groups. What is the relationship of this question to policies on class size, capital expense provisions, prior agreements, provisions of contracts.

9.30 Absences and Excuses

9.300 How are late admissions and early withdrawals to be handled. Are conditions such that these are inevitable conditions due to school calendar difference or the nature of the pupil population (short term residents).

9.300 If special arrangements are to be made, how shall the cost of the arrangements be covered. By extra fees to the school, by arrangement for tutors, by other means.

9.40 Student Rights and Responsibilities

9.400 How are students' rights to be protected and their responsibilities made clear. What policies assure their right of due process. What rights and prerogatives does the school maintain, for example for locker searches. Are students viewed as learners about certain behaviors or as ones who are required to follow certain regulations or be expelled.

9.50 Student Discipline

9.500 What are the limits to be placed on punishment and what are the consequences. Is physical punishment allowed or prohibited. What are the limits of detention. What are the steps that lead to expulsion—probation, suspension, expulsion. Is there an appeal and if so to whom.

9.500 Is expulsion automatic in some cases where the facts are not in dispute. For drug use, for bringing firearms to school.

9.500 Are there host country laws which govern certain acts and preclude discretion by school officials. How are parents and students made aware of these and the consequences.

9.60 Pupil Personnel Services and Guidance

9.600 Is a guidance program to be available to all children at all levels.

9.600 To what extent are health services needed and what preventive measures are to be required.

9.600 Are any special restrictions or measures to be taken concerning unwed mothers, pregnant students or married students.

MAJOR CONSIDERATIONS

9.0 Students

The ASOS usually have a clearer legal position concerning students than do schools in general. In specific cases, however, many ASOS have less discretion in handling some situations, including drug possession and use. A major consideration for Boards is to establish policy, and perhaps some specific rules, concerning what rights students have, what responsibilities they must assume while under the supervision of the schools, and the consequences of certain acts. Parents and their children arrive at an ASOS with a background of experiences that varies significantly. Some are from permissive communities and some from hard-line ones. In the U. S., for example, a marijuana user may be charged with a misdemeanor in some places or sentenced to 10 years in others.

Probably the second most important policy decision a Board will make is policy that assures that admission requirements correlate with the programs available in the school. The principle is simply that a school should have a reasonably adequate program for anyone admitted to that program.

Many decisions concerning students and the policy and rules which guide and direct them are judgmental; therefore, there are many areas of both policy and rules which are appropriate for Board involvement. The principle involved is that children and youth, while in school, are supposed to learn about many responsibilities—including their own behavior—and that they need understanding, guidance and direction with a generous amount of patience and love. Nevertheless, this must be balanced with the realities of the world and the rights of others not to have learning seriously disrupted.

SAMPLE POLICIES

9.0 Students

9.10 Responsive and Fair Educational Opportunity

9.101 Correlation of Eligibility for Admission and Programs

Example 1. The Board of the ASI has approved the programs of the school consistent with the school's goals and purposes. It is the responsibility of the Superintendent to develop admissions criteria that are consistent with approved programs of the school and with other policies. He or she shall submit these criteria and the procedure for admitting students to the Board each February for the Board's review.

9.102 Student Population and Objectives

Example 1. Dedicated to the promotion of scholarship, international understanding and responsible citizenship, the American School in London is open to all who can profit from the programs regardless of nationality, race or creed. (83, p. 39.)

Example 2. The Anglo-American School of Sofia exists to provide an educational and recreational facility for the children, between the ages of five and twelve, of the American and British embassy employees in Sofia, Bulgaria, and for other children of the foreign community when space and facilities permit. (83, p. 24.)

Example 3. Admission to the AS is open to any qualified applicant within the limitations established by the objectives of the school. School objectives include fostering international understanding and bilinguality and also maintaining the character of an American School; therefore, the pupil population shall not be less than 50 percent U. S. children (defined as holders of U. S. passports). The final authority for admission shall be the Superintendent.

9.20 Admissions and Placement

9.201 Admission Requirements

Example 1. Bearing in mind that the Colegio Panamericano was originally founded by Colombian parents for the American type education of their children, admission to the school is guided by the following order of preference.

1. Children of employees of companies, disregarding nationality, who are fluent in speaking and understanding English, or who enter at the kindergarten level.
2. Children who have brothers or sisters already in the school and who meet the language requirement as stated in #1.
3. Children of parents who are citizens of the United States who meet the language requirement.
4. Other children.

A student must pass standardized achievement tests in English for the grade he enters. All admissions must be approved by the Director of the school. (65, p. 15.)

Example 2. Admission to the American School of Madrid is open to qualified students of all nationalities; however, not more than 50 percent of the student body may be non-U. S. citizens.

Priority is given to:

Children from the American community of Madrid.

Children whose English is deemed appropriate for their grade level.

Children with above-average academic records.

Children whose former school programs closely match the ASM course of study.

These criteria are not listed in any particular order of importance. (29, p. 46.)

Example 3. Bearing in mind that the Colegio Bolivar was originally founded by American companies and parents for education of their children, admission to the school is guided by the following order of preference.

1. Children of employees of bond-holding companies, disregarding nationality, who are fluent in speaking and understanding English, or who enter at the nursery-kindergarten level.
2. Children who have brothers or sisters already in the school and who meet the language requirement as stated in #1.
3. Children of parents who are citizens of the United States who meet the language requirements.
4. Other children.

A student must pass standardized achievement tests in English for the grade he enters. The English language requirement may be waived only when a child comes from a foreign country and understands no Spanish or any language related to Spanish, providing other students in the school are not adversely affected.

All admissions must be approved by the Board of Directors' Admission Committee.

Continued Admission Standards

1. Students in nursery through second grade who do not show continued progress and probably success in the English language will not be considered for re-entry.
2. Students who have repeated a grade and who need to be in the same grade for a third time will not be considered for re-entry.
3. Students who show little interest in academic subjects and who present continual problems in discipline will not be considered for re-entry.
4. Any student whom the Director, faculty and Board of Directors feel will profit more by attending a different type of school will not be allowed to re-enter. (57, II, pp 1-2.)

Example 4. 1. Priority is given to students of American citizenship and students from English-speaking areas.

2. Consideration may also be given to students from non-English-speaking areas upon fulfilling the prescribed requirements.

3. Students who have been in continuous attendance are guaranteed a place each year. If they do not appear by registration day to claim their place and have not left a deposit to guarantee their place it may be given to a new student. If a deposit of $100 is left, the place will be held until the date agreed upon at the time the deposit was made.

4. Non-American students will not exceed 49% of the total student body.

5. The minimum age for kindergarten is five years as of November 30 of the school year for which admission is being sought, as evidenced by a birth certificate or a valid passport.*

6. The minimum age for entering first grade is six years by November 30 of the school year for which admission is sought as evidenced by a birth certificate or a valid passport.*

7. The Principal will determine whether a prospective student has sufficient grasp of the English language to profit from English instruction. He may use either a standardized test or an interview.

8. No student may be enrolled in High School who must be placed more than two years behind his normal age group.

9. When requested by the parent, and warranted in the judgment of the Principal, an individual intelligence test may be administered (the fee is $10.00). The age minimum may be lowered one year on the basis of this test.

10. The school reserves the right to place any student at the level most appropriate in the judgment of the administration.

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* The minimum age requirement goes into effect for the 1976-77 academic year (172, pp. 26-27).

11. In doubtful cases a student may be admitted as a provisional student or may later be placed on provisional status.

12. Standards for student conduct will be set and enforced by the school Principal and his staff.

13. The Principal may suspend a student for a period of two weeks. The Superintendent may expel a student permanently for just cause.

14. Student progress reports are to be sent home 3 times or more each year, as determined by the Principal. Conferences may be requested by parents or teachers concerning the pupil's activities. This conference should be made by appointment at the school.

Example 5. Admissions Policy

Every applicant for admission must meet the standards for admission established by the Board of Directors.

Entrance Requirements: Kindergarten applicants must be at least 4 years 9 months old on September 1st of the year of entrance.

Those children knowing Spanish and with an inadequate background in English may be admitted only as high as grade 3.

Those children with an inadequate background in English as well as Spanish, may also be admitted only as high as grade 3.

Those children knowing English and with an inadequate background in Spanish may be admitted at any grade level.

New applicants for grades 2-12 should present a certificate that they have successfully completed the previous year of study at an approved educational institution. If no proof is presented, scholastic preparation will be determined by tests.

Transfer students should present a certificate of satisfactory conduct from their previous school. If necessary, a transfer student may be admitted provisionally pending the receipt of the certificate. Children with records of serious misconduct will not be admitted.

All pupils accepted for admission must present proper evidence of good health and certificate of birth date. Evidence of triple vaccination (diphtheria, tetanus and whooping cough) is also required for pupils accepted for kindergarden and grade 1. They also must present medical evidence proving that they are free from tuberculosis.

No student will be admitted to grades K-6 if he is more than one year older than an average student of his grade. Exception may be made by the Director in cases of students who know no Spanish and/or English, and in cases of students who have faced medical problems which delayed their schooling.

No student will be admitted to grades 7-12 if he is more than two years older than an average student of his grade.

Class sections will be limited to a maximum of 30 students.

Late admission of local resident transfer students from local schools will not be permitted after the first two weeks of school unless the child's knowledge of English is such that he may enter the class late with no difficulty. Exception: When a late opening develops in grades Kinder, 1, or 2 only, and a child has been on the waiting list since the opening of school.

Priorities: If at any moment the number of applicants satisfying entrance requirements exceeds the number of places available in any grade, priority for admission will be given as follows:

Admission to Kindergarten

1st priority–Children of current members of the Association and children of citizens of the United States who are employees, grantees, or contract employees of the United States Government.

2nd priority–Children of administrators and teachers of the Escuela Americana.

3rd priority–Children of United States citizens not covered above, and children who do not speak Spanish.

4th priority–Sons and daughters of graduates of the Escuela Americana.

5th priority–All other applicants ranked by date of original application.

Admission to Grades 1-12

1st priority–Children of members of the Association who have been on the waiting list since Kindergarten. Children of citizens of the United States who are employees, grantees, or contract employees of the United States Government.

2nd priority–Children of administrators and teachers of the Escuela Americana.

3rd priority–Children of United States citizens not covered above, and children who do not speak Spanish.

4th priority–Children of graduates of the Escuela Americana.

5th priority–All other applicants ranked by date of original application.

Admissions Committee: The responsibility for administering the admissions policy will be delegated to the Admissions Committee consisting of the Director, principals, vice-principals and counselors.

If there is not sufficient space available to admit all priority applicants the Admissions Committee will decide each individual case on its merit taking into consideration the date that application was made, the hardship that would be caused by failure to admit the applicant, availability of other schools for the applicant, and all other facts and circumstances that are pertinent.

The Admissions Committee should make its final selection of pupils for Kindergarten and any vacancies in grades 1-12 at the latest 30 days before the first day of classes.

The Admissions Committee should meet regularly throughout the year to decide upon applications for any vacancies which may exist in grades K-12.

Special Admissions Procedures for Kindergarten: Prior to the date on which the Admissions Committee passes upon applications for admission to Kindergarten, certified letters will be sent to the parents of all applicants asking them to confirm their intention of enrolling their child in the Escuela Americana if he is accepted.

Children of parents who do not answer this certified letter by the date specified will be dropped from the waiting list.

Readmissions: Readmissions for any grade can be denied to students who have failed the grade once if for reasons of physical, emotional, intellectual development or for disciplinary reasons, the student does not have a reasonable chance of academic success in the opinion of the Admissions Committee. (79, pp 40-43.)

Example 6. Applications for entrance: Are made in the Admissions Office.

Entrance Tests are required of all students entering the American School at any grade level. Arrangements for taking these tests are made in the

Admissions Office. Students are accepted on the basis of the test results, school transcripts and personal interview with the school Principal. A fee of $100.00 pesos is paid to the Cashier and the test is administered only upon presentation of the receipt.

Entrance Test Policy for Primary Grades PK through 3rd: Situational tests are given in these early grades. The child may be placed in a classroom for as long as one week. The Principal's decision to accept the child is based primarily on the teachers' evaluation of his academic and social-emotional maturity and English language ability. This "situational test" may begin on any school day at 8:10 a.m.

Entrance Test Policy for all grades 4 through 12: New students for these levels take a standardized achievement test which is divided into three subject areas: reading, arithmetic, and language. This test is given every Wednesday at 8:10 a.m. It runs about four hours with a lunch break.

Test results are given in a personal interview with the Principal. Appointments for this interview can be obtained by calling Primary and Intermediate Schools, Middle School, or High School at 516-0720. After the interview with the Principal, registration is completed in the Admissions Office, at which time bus transportation can be arranged. The admissions fee, semester's registration, at least one month's tuition, and the bus fee are paid at this time.

Children who speak no English are accepted in Pre-Kindergarten only. The child should be 4 years old by August 31. Application forms may be filled out six months previous to entrance date in the Admissions Office. In Mexico, children must be 6 years old to enter first grade. Children entering pre-kindergarten at age 3 years 9 months, will be required to attend a pre-first year following kindergarten before entering the 1st grade.

Grade and Class Placement: Decision about student placements are made by the Department Principal after reviewing the child's age, school record, achievement tests and/or teacher's recommendations. We reserve the right to readjust placement after the student has begun school when a careful review of the case seems to make this necessary. No changes will be made in grade placement without a previous parent conference. (23, p. 3.)

Example 7. 1. Admission Requirements—All applicants will be admitted to the school regardless of nationality, race or creed. Admission is contingent upon previous accomplishment and good character. School records should be submitted with the enrollment application form. Applications should be made as early as possible. The school administration will determine, through past records, placement tests and personal interview, the pupil's class assignment. Children entering the first grade must have reached their sixth birthday by 31 December of that year. (164, pp 15-16.)

Example 8. Entrance Requirements for Pupils—For acceptance in the nursery, kindergarten, and first grade, pupils must demonstrate in an informal oral examination that they have at least a 70 per cent understanding of English. Pupils for all other grades must have a working knowledge of English in order to be admitted. Any child entering any grade other than nursery or kindergarten will be placed by means of examination. A reading readiness test must be passed by any child who is to be put in first grade. In addition to the language ability requirement, a child to enter nursery in July must be 4 years old on or before October 1 of the year of entrance, and 5 years old on or before October 1st in order to enter kindergarten.

The Principal of the specific department to be entered reserves the right to accept or reject tests given in school other than the American School. (16, p. 15.)

Example 9. Though the language of instruction is English, children of any nationality and appropriate school age are eligible to apply for admission.

The admission of pupils shall be determined by the Director of the upper and lower schools. The Headmaster will review all those whom the Directors wish to reject.

Admission to the lower school does not automatically guarantee admission to the secondary school.

The school reserves the right to accept or reject any applicant. (29, p. 51.)

Example 10. Application and Placement–Application for admission should be accompanied by records documenting past performance (i.e., school transcripts, etc.) except for those students entering a school for the first time.

Physical Examination–The school requires that each new student must have had a recent (within six months) physical examination by a registered physician.

Student Pass–Singapore law requires that a student pass must be obtained from the Ministry of Education for each student as soon as possible after admission to the school and annually thereafter. The student or his parents are responsible for maintaining a current student pass. (191, p. 17.)

9.202 Assignment of Students to Classes

Example 1. In all instances of new registration, the school Principal shall have absolute discretion concerning the proper placement of the applicant.

The school reserves the right, depending upon the circumstances, to admit an applicant on a probationary basis for a maximum period of three (3) months. (191, p. 17.)

Example 2. All students will be assigned to instructional groups according to previous records, measured aptitudes and achievement, physical and emotional maturity and any other factors which may be helpful. Parental preferences will be considered, but the final determination is the responsibility of the Headmaster. (29, p. 60.)

Example 3. Placement of students: Is made by the Department Principal in accordance with the following policies, but all individual cases may be reviewed for readjustment and final placement by the Principal, on the basis of the following criteria:

age
grade placement in previous school
transcript
entrance examination
physical, intellectual and emotional maturity
teacher recommendations after a probationary period (29, p. 60.)

Example 4. Each semester a master schedule is made out by the department Principal. Individual student schedules are made out by the counselors, working with the students. Changes in any schedule should be okayed by the counselor. (20, p. 43.)

Example 5. During the first two weeks of the semester a student may drop or add a course. (Counselor's Office.)

The student may drop or add a course with good reason. The Counselor will give careful consideration to the student's reasons for requesting to drop a course. In addition, the teacher's and the parent's approval will be necessary. After the third week of school no student may drop a class. A student entering during the semester may effect a change of schedule during his/her first week in school only. (101, pp 9-10.)

Example 6. Each student must be assigned to six subjects each semester, including Physical Education if required or elected. The Supervised Independent Study Program is offered in cooperation with the University of Nebraska and students may enroll only by permission of the Principal and the Director of Pupil Personnel.

Students are graded on a scale of 100-90 = A, 89-80 = B, 79-70 = C, 69-65 = D, and below 65 = F; however, an F is given only when the work is so poor as to *require* that the student must repeat the course in order to receive credit. (68, iii.)

9.203 Transfers and Withdrawals

Example 1. Withdrawal—With advance notice, the school can provide departing students with a complete transcript which includes standardized test scores, final grades, or a summary of the progress reports and, when appropriate, letters of recommendation and/or placement. Otherwise, the school will forward such materials upon the request of the receiving school. All fees must be paid and all school materials must be returned prior to obtaining the final transcripts. (192, p. 9.)

Example 2. Drop Slips—Whenever a student is withdrawing from the American School, he should secure a Drop Slip from the Admissions Office, have it signed by all his teachers, cashier, and librarian, and return the slip to the Middle School office. Transcripts of grades or information of any kind will not be sent to the school to which the student transfers unless this Drop Slip is completely approved and turned in to the Middle School office. (17, pp 30-31.)

Example 3. When a child is transferred, he is to receive his report card and a transfer card from the Personnel Office. The student transcript and other personal information such as test results, teachers' comments, etc., are not to be given to parents but may be forwarded directly to the new school. This transfer of records will be the responsibility of the Director of Pupil Personnel. (50, p. 6.)

9.204 Acceptance of Records from Other Schools

Example 1. Records, including credits earned and grades, shall be accepted from other accredited schools or at the discretion of the Superintendent or his designate.

9.205 Transfer Grades and Honors

Example 1. Grades from other schools accredited by a recognized agency will be accepted for graduation requirements and membership requirements in honor societies; however, individual recognition of honors will be based on grades in academic courses taken at the ASI.

9.206 Preferential Conditions

Example 1. If all scholastic requirements are met and there are vacancies in the school, children of major donors will enjoy a degree of preference in registration at the time of enrollment. Once a year the Board will determine those who qualify as "major" donors. (29, p. 47.)

Example 2. Preference and Limitations. 1. Admission to the school shall be granted in the following order of preference:

Category A. Children of U. S. citizens residing in Paraguay.

Category B. Children enrolled in the School during the last previous year applying for continued enrollment by July 1, or as specified by the Board of Directors.

Category C. Paraguayan children and children of third country nationals.

2. Enrollment in each grade shall be limited to 25 children, except that

Category A children shall be admitted at any time regardless of the level of enrollment. The Director shall advise the Board of each admission granted in excess of 25 in any one grade.

3. Exceptions to the 25-student limit shall require a recommendation from the Director and specific approval by the Board.

4. Within Category C, priority of admission shall be based on the date of formal applications. However, those children with older sibblings in the school shall be placed at the head of the waiting list in order of formal application, provided they have registered a year in advance.

5. Admission of Paraguayan children to the kindergarten shall be limited to 15 per year, except as provided in Item 6 below.

6. Staff children. Full-time staff members and those part-time staff members, who work more than 15 hours per week and who have worked at the School more than two years, may enroll their children without regard to the limit of 25 per class and 15 Paraguayans per class.

7. A waiting list shall be maintained for all grades. When known, notices shall be sent to parents on the waiting list, advising them of tuition changes a year in advance. (24, p. 12.)

9.30 Absences and Excuses

9.301 Absences and Tardiness

Example 1. It is important that parents and students recognize the relationship between regular attendance and success in school. Our school attendance policy states that absences of more than 18 days in a semester may result in the following:

1. In the case of extended illness or excused absence, a waiver may be obtained if sufficient make-up work has been done.
2. In the case of illness or excused absence, where no make-up work has been done, no credit may be received.
3. In the case of skips or unexcused absence, a grade of "F" will be given.

Valid excuses for absences are those of illness, educational trips, home leave, renewal of papers. Poor excuses for absences are to take lessons outside of school, help with care of others in the family, entertain visitors. Dental or medical appointments should be made after school hours. (17, pp 24-25.)

Example 2. Students returning from any absence must report to the Ass't Principal's Office before going to class. Students who were absent because of illness must report first to the Nurse's Office; present an explanatory note from their parents, then report to the Ass't Principal's Office for the "Admit Slip" to class. The parent's note should include the exact time missed and the reason for the absence. Complete cooperation between the parents and school with respect to the above avoids any misunderstanding.

Any student leaving school during school hours must present a valid reason to the Principal's office and secure a gate pass, which normally will not be issued prior to receipt of a note from the parent stating the exact reason and time. (181, p. 15.)

Example 3. All students admitted to the Joint Embassy School are expected to attend all classes. It is recognized that absence from class is sometimes necessary in which case the student must bring an excuse from his parent or other responsible individual. These notes should be brought to the office for an "admit to class" slip which is then signed by each teacher. If the student fails to bring a valid excuse from home, the absence will be considered unauthorized. Teachers are not obligated to give make-up work, assignments, or tests to any student with an unauthorized absence. Any student who cuts school or classes may be suspended or may be required to bring a parent to school for conference.

Students are marked absent by classroom teachers. Attendance will be taken every period throughout the day. Teachers will notify the office of excessive absences both authorized and unauthorized.

Teachers will keep a record of all tardy students. If a student is tardy three times during any one quarter the teacher will notify the office of the Vice Principal. The teacher may initiate action in the form of essays, retention after school (parents will be notified 24 hours in advance), teacher/student conferences, etc., before notifying the office. (101, p. 11.)

Example 4. The school places great emphasis on punctuality. Students are aware of this and they will expect the teacher to be punctual. Try to arrive at the classroom well ahead of time and be prepared to start work as soon as the bell has rung. It is a long-standing rule at the American School that students not enter the class after the bell has rung: the student is either in class on time or he is counted absent. If a student arrives late at class or at school in the morning, he knows that he must report to the secondary office. The secondary office will decide whether his tardiness is excusable or not. If it is, he will be given a note of re-entry. Without this note no student should be admitted late—even a few seconds late.

Experience indicates that, if this rule is enforced without the slightest variation, students will automatically arrive at classes on time. The teacher who tolerates late arrivals at the beginning will be forced to tolerate them indefinitely.

In taking the role, which should be done at the beginning of the period, especially during the first few weeks, never forget to ask a student who has been absent the day before for his excuse from the secondary office. This note will indicate the validity of the excuse; and the teacher simply has to record the absence accordingly.

Records of absence are those kept by the teacher and no others exist. If these records are not accurate, both students and parents may challenge them later. (25, Sec. 7, p. 2.)

Example 5. Tardy Procedure—If you arrive at school between 8:15 and 8:30 a.m. go directly to class and explain your lateness to the teacher who will decide whether or not to excuse you. Late buses are published in the daily bulletin and are automatically excused. If your parent brings you to school late, they should give you a written excuse. If you arrive at school after 8:30, take your excuse to the Middle School office and get an admittance slip.

If you are late to class during the day, go directly to class. Your teachers will keep a record of unexcused tardies. Excessive tardies will be reported to parents and may result in 8th period detention or suspension.

Procedures for Extended Absences—The following guidelines have been developed for students whose absence is longer than 5 consecutive days.

1. It is the responsibility of the student and his parents to make requests and arrangements for continuing academic work during an extended absence and for taking examinations following return to school.
2. Students should request assignments from their teachers in time for assignments to be developed by teachers. All work must be completed and handed in before any examination is given.
3. Arrangements for make-up exams should be made between the student and his teacher. See page 33 for how to make up missed exams.
4. If a student expects to receive credit for any semester, the school fees including tuition must be paid in full, regardless of the length of absence.
5. Back work in skill subjects can be made up during the school hours under

the supervision of the teacher. (17, pp. 25-26.)

9.302 Excuses

Example 1. Valid excuses are student illness and medical appointments. All other absences are unexcused unless permission is given by the school officials. Excuses such as business appointments, needed at home, family trips, etc., will not be accepted unless the parent secures prior permission. The school reserves the right to approve or disapprove such requests.

Excused Absences. Excused absences carry no penalty and any missed work may be made up without loss of grade.

1. Students absent because of illness or medical appointment shall be allowed two (2) days for each day absent to make up missed work, but the total days allowed for make up shall not exceed (10). Any exception to this must be made in writing by the Principal.

2. Students granted excused absence for other reasons shall turn in all work before the absence and make up any missed test no later than the first make-up day following return to school. Failure to turn in work in advance and make-up tests as scheduled shall result in an "F." (181, pp. 14-15.)

Example 2. When a student is absent from school he/she must bring a note to school when he/she returns. The note from the parent must explain the absence, list the day or days absent and be signed by a parent. The note must be brought to the office and the student will receive a re-admit slip which must be taken to all classes and signed by the respective teachers.

Absence from school for reasons other than illness, except in cases where prior approval has been granted by the school administration will be considered as an unexcused absence.

Penalties for unexcused absence: 1. Unexcused absence—all work missed receives an "F" grade.

2. Two days unexcused absence for a quarter results in a conference in the office. Three days results in suspension from school. (5, p. 19.)

9.303 Truancy

Example 1. Unexcused Absence: Absences for reason other than illness and not deemed for a good cause, i.e., truancy, cuts, not previously excused, etc., will not be excused by school authorities. Work missed will receive a grade of "F." Students who are absent due to suspension will receive an "F" on all work missed during the period of suspension.

When a student is absent for two consecutive days the teacher will report this information to the office so that telephone inquiries can be made. (6, p. 12.)

Example 2. A procedure to have control and knowledge of students' skipping classes has been evolved. Parents will always be notified when students skip classes. Suspension for three days may be recommended at the first skipping offense. Continued skipping will result in review of the case by the Administrative Council for possible expulsion of the student. (17, p. 27.)

9.304 Released Time

Example 1. Students will be provided released time from school to attend activities with the approval of their parents if such does not negatively affect their school work. The Superintendent is provided final authority.

9.305 Students Leaving School Grounds

Example 1. No pupil will be permitted to leave school grounds except when accompanied by a parent or with confirmed written parent approval. In all cases during school hours, the teacher must receive permission from an official in the main office even when the student is accompanied by a teacher or administrator (50, p. 5).

Example 2. Pupils shall not be permitted to leave school grounds with unidentified persons.

A pupil may leave grounds at noon or at other times during the day only by parental request and approval by the Principal or a person designated by him. (191, p. 18.)

Example 3. Any senior may have regular off-campus privileges if such is requested by both the senior and his parents. The procedure for using the off-campus privilege is the same as above.

Any other student who wishes to leave the campus on an ad hoc basis must bring a note from his parent or guardian requesting permission each time an absence is sought. Leaving campus without permission is viewed as a serious offense and may be dealt with more severely than mere authorized absence from class. (162, p. 18.)

Example 4. A permit to leave campus can be obtained from the office at any time by parent request. Prior to his departure, the student will be asked to contact instructors in class(es) to be missed. (5, p. 13.)

9.306 Late Admissions and Early Withdrawals

Example 1. At times pupils enter the American School as late as two or three months after the beginning of a semester, since they are children of Americans who have been unexpectedly transferred to Mexico. Since this is the only school where such pupils continue their studies without interruption, the American School feels an obligation to accept such students. The Administration realizes that it works a hardship on teachers to accept these pupils and to "catch them up" on work already done by other pupils, but there is no apparent solution. If pupils are able to pass the final examination of the semester they are to receive credit whether or not they were in attendance a reasonable percentage of the semester. Problems of this nature are worked out with the principals. (16, p. 17.)

Example 2. Students are required to inform the office several days in advance if they plan to withdraw. No student may leave before a half quarter is over (one quarter equals about ten weeks of school) and receive credit for the quarter. Also all work must be completed for the quarter if credit is to be received. All bills must be paid to date, if withdrawal grades are to be given and all texts should be returned as well as library materials. (53. p. 14.)

Example 3. Any withdrawal prior to the close of the school must be a hardship case and passed upon by the Director of Guidance and the High School Principal. Parental transfer or parental assignment over which parents have no control would be considered a hardship case.

A request for early withdrawal should come from parents; a copy of orders—military or private business—should accompany the request. Every effort should be made by students to enroll in the high school in their new location. As far as possible, students should enroll in the same courses as those in TAS. If the receiving school will not give credit because of time enrolled, grades should be sent from the new school to TAS for evaluation and possible credit.

Any student checking out of TAS before the official end of the semester and not planning to enter another school must, to the satisfaction of the teacher involved, meet the semester requirements for each course if he expects to receive a final grade.

It will be the student's responsibility to contact his teachers and complete the work assigned.

Failure to complete these requirements may result in either a lowered grade for the particular course or in a reduction or loss of unit credits. With the teacher's approval the work may be completed before the date of withdrawal. (181, p. 16.)

9.40 Student Rights and Responsibilities

9.401 Due Process

Example 1. It is the responsibility of the school to inform students of acceptable behavior patterns and the consequences of inappropriate behavior. Students should be accorded due process in matters of discipline.

Example 2. Students and/or parents have the right of appeal through the regular channels in cases of disciplinary action. Decisions at the Board of Governors level are final. (191, p. 20.)

Example 3. It is expected that students will have grievances from time to time. Students should present their grievances in an orderly way to the person they think is in a position to help. All professional personnel are expected to make a serious effort to determine the validity of the grievance and take whatever corrective action is appropriate.

When any group action includes force, threat of force, violation of the rights of others to an education, or violation of school regulations or civil law, those responsible will be summarily suspended from school. Thereafter, the case of the suspended student will be handled on an individual basis in line with school policy. (124, p. 8.)

9.402 Interrogations and Searches

Example 1. School officials are authorized to question any student concerning his behvior or acts. If any alleged act is serious enough to warrant expulsion or legal action, parents must be notified and due process must be followed. All property in the school, including lockers or items brought into the school by students or others, are subject to search by school officials at their discretion.

9.403 Interrogation of Pupils by Non-School Personnel

Example 1. All requests by any individual(s) to see any student(s) or to take any student(s) from class must be referred to the school Principal. The Principal may authorize interviews of students with police officers or other officials. Whenever possible, parents will be notified by telephone of such interviews. (191, p. 22.)

9.404 Conduct

Example 1. The Board of Directors of Escuela Americana expects students attending the school to maintain high standards of personal conduct.

The Principals shall develop discipline codes for the school which shall be made known to the students, teachers and parents.

The Principals shall develop a discipline code for the school buses which shall be posted in each bus.

The students shall respect constituted authority. This shall include conformity to school rules and regulations.

Students may be detained by teachers after school for a period not to exceed one hour either as a disciplinary measure or to make up deficiencies in studies. In either case parents must be notified regarding the detention.

Students may be suspended from school by the Principal for periods up to and including three days. All such suspensions shall be reported to the Director.

For serious cause a student may be expelled from the school by the recommendation of the Director subject to the approval of the Board of Directors.

Students may not be deprived of the recess period as a disciplinary measure.

Students may not be relegated to the corridors outside classrooms as a disciplinary measure.

Corporal or physical punishment of any kind is forbidden. (79, p. 53.)

Example 2. It is understood that when a student enrolls in the school, he and his parents agree to conform to its procedures and to comply with its rules. Students are expected, with parent and teacher guidance, to assume the responsibility for their own behavior by being regular and punctual in attendance; maintaining habits of personal cleanliness; demonstrating respect for adult direction and authority; displaying desirable attitudes and moral standards; making a sincere effort to learn; accepting the duties of membership in a democratic group, including leadership and followership responsibilities; understanding that classroom behavior must consider the rights of other pupils; participating in the development of and conforming to classroom standard of behavior; conforming to established school policies; taking responsibility for the care of school supplies, equipment, and personal property; and cooperating with pupils who have been delegated responsibilities. (99, p. 15.)

Example 3. All members of the school should understand that our purposes require an atmosphere that is cordial, straight-forward and firm. We are a community of people who rely on each other and trust each other. It is our joint responsibility to create and protect the well-being of each member of our group. These facts produce certain expectations and rules to which we are all held:

1. We expect polite behavior.
2. A general atmosphere of orderliness and quiet is expected in and near the school buildings.
3. Actions which hurt other people or the property of other people are not permitted.
4. Dress and appearance should be clean.
5. Children may not carry tobacco or smoke tobacco, nor may they be in the possession of potentially dangerous implements, materials, drugs or behavior-affecting substances.
6. During school hours a pupil may leave the school premises only when supervised by a teacher of the school or with written permission from the Principal.
7. All members of the school community must respect the sensitivity and well-being of others. Any form of disrespect, any humiliation, threat or violence toward another person is contrary to the spirit of the school.
8. Students must report to all scheduled classes. They may be absent from these only with the express permission of the teacher or Principal.
9. It is expected that all demonstrations of affection that are by their nature private will remain private. At school they are inappropriate. (165, p. 7.)

Example 4. A school is judged at least in part by the behavior and appearance of its students. The Board of Trustees therefore has established the following regulations to serve as guidelines. (1) A high standard of personal conduct is expected of every student. The Director has the authority to suspend, expel, or otherwise discipline any student whose conduct on the school grounds is prejudicial to the best interests of the school; (2) Students are expected to wear clothing that is neat, clean, and in good taste. (3) Students are expected to be personally clean and well groomed. (4) Students may not possess or use alcoholic beverages in the school, or while in attendance at school sponsored functions. Use of drugs, except by doctor's prescription, will result in dismissal. (5) Smoking will be allowed in the designated smoking areas. Parents of high school age students are to notify the school in writing if they do not wish their child to smoke. (168, p. 9.)

Example 5. In conformance with the decision of the Board of Trustees and administration, the following statements are made regarding student behavior.

1. Students attending school in a foreign land must constantly be aware of the image they project and the obligation they hold to their mother country.
2. Students shall respect constituted authority. This shall include conformity to school rules and regulations.
3. Citizenship in a democracy requires respect for the rights and privileges of others, and demands cooperation with all members of the school community.
4. High personal standards of courtesy, decency, morality, clean language, honesty, and wholesome relationships with others shall be maintained. Respect for real and personal property, pride in one's work, and achievement within one's ability shall be expected of all students.
5. Parents are expected to cooperate with the school authorities regarding the behavior of their children. (5, pp. 15-16.)

Example 6. The following rules should be observed during recess:

1. The students must go to the playground or to the cleared part of the woods except when it rains or a teacher authorizes them to go elsewhere. They may stay in the classrooms only when supervised by a teacher.
2. When necessary, recess time may be used to take care of business with the office or with Lost and Found or store.
3. It is forbidden to use the bathrooms designated for Primary School.
4. If there is an accident, a teacher must be notified immediately.
5. The students may not use the bathroom or buy things to eat after the warning bell to end recess has rung. (25, App V, p. 4.)

Example 7. The following govern the use of the classrooms:

1. The students must be in their classrooms when the bell rings.
2. Students may leave the classroom only with written permission of the teacher or when authorized to use the red paddle.
3. The interval between periods is to be used only for passing from one class to another.
4. When a teacher is absent, the students should follow the directions from the Secondary Office. The class president should go to the secondary office to report if no instructions are received at the beginning of the period. (25, App V, p. 3.)

Example 8. Since the halls are narrow and crowded, the following rules should be observed:

1. Do not block the halls by forming groups.
2. Do not run or play in the halls, and walk as far to the right as possible.
3. The students should not be in the halls during class hours without written permission from a teacher or without a red paddle.
4. Do not walk on the grass.
5. No vehicle should be ridden in the halls.
6. Special consideration should be given to the elementary teachers and students. (25, App V, p. 4.)

9.405 Smoking

Example 1. A. The American School recognizes that smoking is detrimental to health. In assuming responsibility for the good health of its students, in the absence of parents, the school has adopted the following in regards to the smoking of tobacco by students.

In general, for most students, smoking is not permitted at the American School. This includes:

1. In the school building
2. On school grounds
3. At after-school functions during the day or evening, when these are at school
4. On school buses.

B. The school recognizes the fact that in some cases, students smoke with the full approval of their parents. For this reason, the school will permit the smoking of tobacco—by 11th and 12th grade students ONLY—under these conditions:

1. That a student present written consent from his parents.
2. That the student smokes only in the area or areas designated for smoking by the administration.
3. That the student abides by the rules established by the Administration for the regulation and control of the designated smoking areas.

C. When a student does not conform with the regulations regarding smoking as stated above, disciplinary measures will be imposed by the Administration according to a penalty system. (81, #5131.)

Example 2. Smoking is not permitted at any time on the grounds of The Lincoln School, in the buildings or within a radius of a block of the school. This applies to all students of the school and the student guests during school hours and after school hours where students are participating in school functions such as athletic, contests, dramatic presentations, class or club dances, etc. (112, p. 16.)

Example 3. Designated smoking areas are: portions of the Student Union, rocks near the high school field, bleachers in front of the science unit, the amphitheater. For violating the smoking rules, students may be subject to suspension and can lose the Student Union privileges and off-campus privileges and may be liable to miss their activity hours after 3:30 P.M.

Parents of a student who wishes to smoke on campus must sign the smoking permission on the registration blank at the time of registration. Smokers identification cards will be issued by the Pupil Services Office and all smokers must carry the card while smoking. (162, p. 24.)

9.406 Alcohol Use

Example 1. The consumption of alcoholic beverages on campus or the bringing of consumable alcoholic beverages on campus or to school sponsored activities are prohibited. Students who violate this regulation are subject to loss of privileges, suspension, or expulsion. Viewed especially gravely will be the selling or distribution of alcoholic beverage. (162, p. 24.)

Example 2. Alcoholic beverages are not to be served or sold on school premises at any time. (32, p. 13.)

9.407 Drug Use

Example 1. Any student found to be in the possession of, taking or using, buying or selling, giving or trafficking in any narcotics, stimulants, barbituates, hallucinogenic drugs or marijuana is subject to expulsion from the school. Students may be subjected to a urine test, at any time, if suspected to be under the influence of any drugs. If the test indicates drug use the student may be subject to permanent expulsion. (The test will be concluded under supervision of the administration.)

Students voluntarily seeking aid or information concerning drug use are encouraged to contact the principals and/or counselor who will assist in giving the student necessary information and/or aid. (101, p. 14.)

Example 2. The possession of drugs and/or other stimulants, or the state of being under the influence of drugs and/or stimulants on the school grounds is prohibited.

If a student is on medication which contains any type of drug for medicinal purposes and is under the supervision and care of a doctor, the Chief Administrator of the school must be notified in writing by the parents, identifying the doctor in charge and submitting a copy of the prescription to be placed on file in the student's folder.

After the Chief Administrator of the School has reviewed the prescription and consulted with the doctor, he may request the student to remain at home while under the influence of the treatment.

In the absence of said notification and copy of prescription placed on file, the following action will be taken:

I. *Under the Influence of Drugs*-- A. At the first sign of suspicion that a student is under the influence of any stimulant or depressant:

1. The parents will immediately be called for a conference.
2. The student will be placed on probation.
3. If there is *no* doubt of his intoxication, the student will be recommended for immediate expulsion.

B. If a second offense occurs:

1. The parents will immediately be called for a conference.
2. A Board member will be notified, starting with the President. If the President is not available, the Vice-President, the Secretary, etc.
3. A recommendation for immediate expulsion will be submitted to the Board of Directors.

C. If at any time the parents do not cooperate, the student will be expelled immediately.

II. *Possession of Drugs*-- Any substance under suspicion of containing drugs and/or other stimulants will be confiscated and analyzed. If the result is positive, a recommendation will be submitted to the Board of Directors for immediate expulsion. The Board of Directors will receive the complaints and rebuttals from all parties involved. (62, pp. 41-42.)

Example 3. The Board of Governors recognizes that drug abuse is a community problem requiring total community effort in its solution. It is therefore the intent of the Board that the school play an active role in developing a community drug abuse program complementary to its own.

The Administration is charged with developing a comprehensive drug program.

The school's jurisdiction on drug matters is normally limited to the campuses and off-campus school-sponsored activities. (191, p. 20.)

9.408 Dress Code

Example 1. The Principal is authorized to prepare regulations which will assure that all students shall come to school clean, neat and in a manner conducive to the promotion of personal health and an effective learning environment. (79, p. 53.)

Example 2. A student's dress, like his conduct, is and should be a personal matter. Insistence by the school on rigid conformity is contrary to our school's stated purposes. More than ever in this age of expanding populations and thought-moulding by mass-media of communication it is important for the school to nourish evidences of individuality to counter the spectre of group-thinking.

The Executive Committee wishes the school staff to allow the maximum of freedom in student dress, limited only to the realities of health and school community tolerance. (165, p. 8.)

Example 3. Student dress for school is primarily a matter which is decided at home. Taipei American School expects its students to wear clothing which is clean and in reasonably good taste at all times. Students must wear shoes. When a student's dress interferes with the educational process, the student will be sent home to change at the discretion of the administration. (154, p. 8.)

Example 4. Student dress and appearance policy—Dress should be appropriate *public* daytime wear. (53. p. 13.)

Example 5. Norms of student dress and grooming are in some ways more conservative in Ecuador than in the U. S. at this time. Since we are guests in another people's homeland and since the American School is binational, students are asked to dress in a manner that is not offensive to the host nation or its educational leaders. Variations on this necessity have long been observed by U. S. diplomats, businessmen and missionaries. It will be observed in U. S. international education as well. Any rules governing dress are established primarily to maintain good relations between citizens of Ecuador and the United States.

Dress uniforms are required of all students from grades 5 through 12 but are used only for special events and holidays.

For Physical Education, boys must wear black shorts, T-shirts (may be purchased at the school), white socks and sneakers.

For Physical Education, girls must wear a white poplin blouse with sports collar and a blue skirt. Skirt material, "Sempiterna," may be purchased at San Agustin store in town or elsewhere. The light blue side should be worn out. The material is subject to shrinkage. White tennis shoes and bobbysocks will be worn. (26, p. 13.)

9.409 Complaints and Grievances

Example 1. Student complaints and grievances are handled as a matter of routine, usually through the school's counseling services. Complaints and grievances may also be lodged with the Student Council, Student Court or the various class officers. Complaints and grievances may be heard by the school administrators, the High School Senate, or an ad hoc committee appointed for this purpose. Students who feel that their grievances have not been attended to may appeal to the Superintendent or ultimately to the Board of Directors. (154, p. 9.)

Example 2. Board Policy on Parents' Complaints. Although parents are always welcome to visit TASOK and are encouraged to come and discuss school matters with the teachers and the Administration, the Board feels it should have a specific policy concerning serious complaints.

The Administration shall consider all complaints against employees provided they are put in writing, clearly specifying the cause of the complaint, signed by the complaining party, and sent to the Principal involved.

Within a three-day period the teacher and/or Principal involved shall answer in writing to the aggrieved person. If the person is not satisfied, the matter will then be referred to the Superintendent. If the Superintendent is unable to resolve the matter satisfactorily, the person making the complaint may refer the matter to the

Board of Education.

This policy does not preclude in any way the right of all parents to come to TASOK for individual discussions with teachers or with the Administration. (172, pp. 27-28.)

Example 3. There is an open door policy on seeing the Principal. While it would facilitate matters to make an appointment, students should feel free to come in to the office when they are free or if a problem requires immediate attention.

Consideration of any problems you may have in regard to scheduling or any other aspect of school life should be addressed to the individual closest to the situation. Normal channels would include first the teacher, then counselor, Principal, and finally the Superintendent of Schools. (167, p. 14.)

9.410 Compliance

Example 1. -Parents and students are held responsible for compliance with all material presented in the Annual Bulletin of the American School of Madrid. (29, p. 53.)

Example 2. It is the students' responsibility to be aware of all contents of any student bulletin. Contents of the booklet are expected to be understood by all students. (5, p. 18.)

Example 3. The students are under obligation to obey the contents of this manual and any other special regulations set forth by the school administration and the faculty. (25, App V, p. 1.)

9.411 Excursions

Example 1. Parent permission and acceptance of responsibilities in case of accident shall be obtained for each student prior to any excursion, field trip or other school-sponsored activities away from campus involving transportation. (191, p. 16).

Example 2. Field trips must be planned in advance and should be related to class activities. All trips must be discussed with the Principal and approved by the Superintendent. Weekend field trips are permissible. Each student involved must have a parental permission slip signed and filed before the trip. (50, p. 2.)

Example 3. Field Trips. Teachers are encouraged to take their groups on a field trip during the school year. One each semester is recommended. The purpose of this would be to extend the horizons of the students' environment. Information on various places of educational value can be obtained from room mothers. Teachers have full responsibility for planning trips and arranging for parental assistance. Each pupil must turn in a signed form from his parent giving permission for the trip. No pupil is permitted on a field trip without a signed slip. Field-trip forms are available in the office. The Principal must be informed well in advance of any plans. (138, p. 23.)

Example 4. Any teacher wishing to plan a field trip should obtain from the library or from the office the notebook entitled "Resource Information for Field Trips." This notebook gives a complete explanation of all policy, examples of the forms which need to be distributed prior to the trip, and contains resource sheets on various field trips available in the community.

Student trips are encouraged which have value in meeting educational objectives, which are necessary to the fulfillment of inter-scholastic activities, and which do not seriously interfere with the educational routine of students who must remain in school.

School transportation vehicles, if available, will be furnished for all trips sponsored within the spirit of the preceding statement.

On all school sponsored trips involving pupils, provision will be made for proper supervision by school employees. Parents are permitted to assist in such supervision. No field trip should be conducted without at least one extra supervisor available.

"Field trip" is defined as an educational activity which meets the following criteria.

a. Involves a specific class or classes.
b. Is intended for all students in the classes.
c. Takes the class away from the classroom.
d. Has identifiable educational objectives.
e. Includes preparation of students for the activity and evaluation of outcome.

A written proposal shall be submitted to the Principal, in duplicate, at least two weeks in advance of the date of the trip.

Instructors of classes affected by student absence must be contacted for resolution of serious conflicts of objectives.

Preliminary notice of 10 days before the event and a reminder one day before the event shall be prepared by the field trip instructor. These shall be signed by the instructor, co-signed by the Principal, and distributed to the entire staff.

Permission forms must be obtained from the office, distributed to the students, and returned signed by their parents. (165, pp. 12-13.)

9.412 Use of School Telephone

Example 1. The school has only one telephone. It must be reserved for school business; therefore, its use is restricted. As much as possible it is to be kept open for incoming and outgoing calls that pertain directly to school business. Students, teachers and parents need to be considerate of the limitation imposed when requesting use of the phone. This restriction becomes necessary due to our present financial insecurity.

I. Students
   A. Permission should not be requested for making calls of a personal nature, unless approved by the Director.
   B. Any call relative to school needs should be placed through the secretary.
II. Teachers
   A. Permission should not be requested for making calls of a personal nature, except in emergency situations.
   B. Parent-teacher conferences on the school phone are discouraged.
III. Parents
   A. Students will not be called to the phone. Urgent messages may be given to the secretary.
   B. Parents must not use the phone and the secretary for arranging social events for students. Special permission for the child to go to a certain place after school must be written out and carried by the child, not phoned in to the office.
   C. Discussion of problems relating to a student's school work should be conducted in person and not over the phone. (65. p. 23.)

Example 2. The school telephones are for official use only, and students and staff members must use them only for that purpose. Parents must not call students as they will not be called from classes except in emergency since such interruptions disturb a whole class of students. Teachers must not permit students to go to offices to use phones. If a student is ill, the nurse will call home for him. Phones for student use are located outside the High School office, next to the Cashier's window in the Central Office and in the policeman's caseta. (17, p. 29.)

9.50 Student Discipline

9.501 Corporal Punishment

Example 1. Corporal punishment will not be used under any circumstances. (29, p. 62.)

9.502 Detention

Example 1. Because a large percentage of our students are bused to and from school and often for considerable distances, we require that when a student is retained after school for disciplinary reasons the teacher take the responsibility of telephoning the parents at least 24 hours in advance.

It is the responsibility of the teacher to supervise any student he retains after school. (165, p. 21.)

Example 2. Students may be required to stay after school to do some work they have missed or to confer with a teacher as the result of misbehavior in class, skipping, unexcused tardies, or other disciplinary measures. Parents will be notified if a student is to be detained. (17, p. 28.)

Example 3. If an instructor assigns detention to a student, the student must appear regardless of what happens unless the student cleared, postponed, or changed the detention assignment with the instructor in ADVANCE of the date and time assigned. Tardiness and forgetfulness will be considered irresponsible. (5, p. 20.)

9.503 Probation

Example 1. Probation means no extra-curricular activities for the period of probation as decided upon by the Vice Principal. Usually this is imposed for misbehavior during parties, dances or authorized school events and disruptive behavior in class. Probation may also be imposed if the student is failing in 50% of his classes. (101, p. 14.)

Example 2. The school administration may govern a student's activities in an effort to prevent or resolve a discipline problem. Probationary status may mean the loss of student privileges such as smoking, free periods, participation in extra and co-curricular activities, etc. The school shall also have the authority to regulate the association with other students of a student on probation. The terms of probation will be presented in written form to the parents of the students involved.

9.504 Suspension

Example 1. 1. The school administration has the right to suspend a student up to a period of one month after exhausting all of the normal approaches to solving the problem. This would include at least one parent conference.

1. Any suspension beyond one month should be approved by the Board of Education prior to the action if possible.

2. Any suspension beyond one month should be approved by the Board of Education prior to the action if possible.

3. In no case will a student be permanently expelled from school without the Board's specific approval.

4. Parents have the right to be heard by the Board of Education in cases involving permanent expulsion or suspension beyond one month. (101, p. 13.)

Example 2. A student may be suspended by a Director for not more than five

(5) days when other means of correction have failed.

Parents should be immediately informed of a suspension.

All suspensions shall be reported to the Headmaster.

Offenses for which a child may be suspended include the following:

1. Willfully defacing or damaging school property.
2. Misrepresentation.
3. Profanity or vulgarity.
4. Willful defiance of authority.
5. Willful disobedience or loss of control which is potentially dangerous to other members of the school community.
6. Causing physical injury to other children.

Students may be required to do special work during the period of their suspension. (29, p. 57.)

Example 3. At the discretion of the Chief Administrator of the school, disciplinary action can be taken which can involve suspension from the school for various days. Parents should be duly informed in person by the Chief Administrative Officer of the school of the actual suspension of the student.

While it is desirable to provide a warning to parent and student alike prior to a suspension this is not always practical. The offense may be of such gravity that the Administration feels it has no recourse but to suspend immediately.

In no instance should a student be permitted to make up work or grades lost while on suspension. (62, p. 39.)

9.505 Expulsion

Example 1. If a long-range solution of any particular offending student cannot be arrived at, the Chief Administrator of the school should refer the case to the Board of Directors. Also, a serious offense which in the mind of the Chief Administrative Officer of the school requires expulsion, should be presented to the Board of Directors immediately. Expulsion of a student from the school requires a majority vote (of those present and voting) of the Board of Directors.

Once a student is expelled, the case cannot be reconsidered nor the student re-enrolled in Colegio Karl C. Parrish. (62, p. 39.)

Example 2. The headmaster may expel any student with cause. (29, p. 58.)

Example 3. *Expulsion* from the School shall require prior approval of the Board of Directors or the Executive Committee. (75, p. 4.)

9.506 Forfeiture of Tuition

Example 1. There will be no tuition refund in cases where a student is suspended or dismissed for cause. (29, p. 41.)

9.507 School Bus

Example 1. The best type of discipline is self-discipline. The student himself acts in such a way that no one needs to supervise his actions. One area of school life in which self discipline is needed is in use of buses. Various methods will be used to encourage reasonable behavior on the buses.

Specific Rules

1. Students are permitted to talk quietly. However, if the privilege is misused it will be taken away immediately.
2. Students are not allowed to eat on the buses.
3. Students are not allowed to leave trash in the buses.
4. Elementary students are not allowed to get off the bus anywhere except

at home, unless they present to the driver a parental note of permission.

5. Discourtesies to the bus drivers or to other students are not accepted.

Disciplinary Actions for Violations

1. The first violation of bus discipline will be punished by suspension from use of the bus for one day.
2. The second violation will be punished by suspension from use of the bus for one week.
3. The third violation will be punished by suspension from use of the bus for one whole semester.

At the time the first violation occurs, the child will be given a letter to the parents explaining the reasons for the disciplinary measure and incorporating a stub of acknowledgement for the parents which must be signed and returned to the Director for inclusion in the child's permanent file.

No deduction will be made in bus fee for periods of one week or less during which the student is banned from bus service because of disciplinary action.

If a group of students violates principles of good bus behavior, the driver is authorized to stop the bus and refuse to move until respectable behavior is resumed. At the driver's discretion, the entire load of students may be driven back to the school. (57, I, p. 25.)

9.60 Pupil Personnel Services and Guidance

9.601 Guidance Program

Example 1. Counseling is a supportive technique. It loses effectiveness when it is used as an administrative or disciplinary device. In the elementary school the counselor works primarily through teachers, providing them with professional advice and guidance in dealing with student problems. In high school the counselor works directly with the student, advising him on personal and school problems and assisting him in his choice of a vocational or academic path. To be effective the counselor must be trained and available to the student. Availability implies that there are enough counselors, that there is a planned program of coverage and that each student has ready access to his counselor. (4, p. 2.)

Example 2. Educators find that given any group of high school teenagers, they are confronted with as many different academic problems as youngsters. They face an immediate need to help the students define, control, and solve their problems.

In high schools throughout the U.S.A. professional counselors investigate individual needs, then offer both practical help and advice.

At Colegio Bolivar, lack of funds prohibits the employment of a professional guidance counselor. Therefore, a group of women has been recruited to serve as a committee for working with students whose plans and difficulties in school demand first-hand attention.

Each committee member is assigned to be responsible for a certain grade level, or for college investigation.

The chairman brings her committee to a meeting with the Director of the school every month in order to keep the counselors abreast of Bolivar activities, educational theories, and special testing needs. The committee then makes a list of immediate goals and tasks for the month.

Every student is summoned to a private session with the counselor responsible for his class at various times during the school year; he may also request an interview when he wishes. The counselor, having neither classroom nor home association with the student, represents an entirely objective point of view when she advises.

The committee orders materials and keeps an up-to-date library on colleges and vocations. The students have ready access to information which influences their thinking and defines the steps they must take in applying for college entrance.

The committee presents vocational lecturers to student assemblies and organizes trips to factories where students are lectured on career opportunities connected with the different companies. (57, I, p. 29.)

Example 3. Guidance and counseling should be an integral part of the program of instruction in all grades. Guidance and counseling should be available to every student, recognizing that some pupils are in greater need of guidance than others. The counselor shall acquaint himself with students and staff to identify needs for his services and shall deal with needs he identifies as well as needs referred to him by students, staff, and parents.

The major objective of the guidance and counseling program should be to help each student to use his educational opportunity in The American School as an effective part of his striving for his best self-realization as an individual and as a member of society. Toward this end the counselor shall encourage and assist the student to examine his motives, difficulties, and plans and to set his goals and make decisions. The counselor shall assist the student to modify or enrich his behavior in ways that relate positively to the student's developing perception and understanding. The relationship between the American School counselor and student should be as described in "The Role of the Counselor" by American School Counselor Association and "The Ethical Standards of the American Personnel and Guidance Association." The counselor shall not be involved in grading or punishment . . Some specific duties of the guidance counselor include:

1. Diagnosing learning problems and assisting students, staff and parents in correcting them.
2. Counseling individual pupils and groups of students.
3. Acting as consultant with teachers and parents.
4. Assisting in class placement.
5. Organizing and administering a testing program.
6. Maintaining individual student records.
7. Maintaining vocational guidance information.
8. Maintaining referral information and locating needed referral services locally. (165, p. 15.)

9.602 Report Cards and Grading

Example 1. Grades and Grade Books. All teachers are required to maintain proper grade books and to submit grades on report cards four times per year. While our grading system in the Middle School is not completely uniform, each teacher should devise a system which will serve the purposes of his class. In all cases the system should be one which can easily be explained to parents upon request or to students upon request. The ability and background of the individual student should be taken into consideration.

Progress of the individual student in his class or section should be taken into consideration. This system makes a reasonable allowance for students with low ability or an inadequate background in the material being covered. At the same time it provides a yardstick for measuring progress—the achievement shown by the class as a whole.

The grading system includes the usual A, B, C, D, and F.

1. A student receiving a grade of A is described as superior in mastery of subject matter of his track. He displays creative conjectures and discoveries on his own.
2. A student receiving a grade of B is described as above average. He is

performing and doing work beyond what is expected of him in relation to basic requirements of the course and he is willing to take independent strides in accordance with his ability to improve his performance.

3. A student receiving a grade of C is described as average. He is meeting the basic requirements of the course on the indicated level but is not performing beyond the basic objectives which are expected of him.
4. A student receiving a grade of D is described as below average within his track. He is not meeting the basic requirements of the course and may not be willing or able to completely master the basic concepts.
5. A student receiving a grade of F is an individual who has not mastered the most elementary concepts or skills expected of him. (165, pp. 13-14.)

Example 2. Report Cards are issued midway through the semester and at the end of the semester. Grades are as follows:

90% - 100% = outstanding
80% - 90% = good
70% - 80% = average
Below 70% = failing

The student who fails more than three subjects in a semester will be withdrawn from High School.

Besides the academic grade, students will also receive a conduct grade which will be determined on a yearly basis. This grade is an average of all of his classes. The student who receives less than 70% of his conduct grade must take summer school or make up exams in all subjects in which he has less than 80%. (111. p. 11.)

Example 3. Grading Used in High School Courses–The grading process is within the province of the teacher. Each teacher will, probably, have a slightly different system of figuring and awarding grades. It is the responsibility of the student to find out what the teacher expects of him, and any differences of opinion regarding a grade should be resolved between the teacher and the student. Teachers may, if they wish, include student attitudes and behavior as two of the factors determining grades. Class attendance may also be considered by the teacher when assigning a grade for the course. The American School has based its marking system on letter grades as follows:

A	Outstanding achievement
B	Good achievement
C	Satisfactory achievement
D	Poor achievement (credit given)
F	Failure (no credit)
I	Incomplete–If not made up within one trimester, the grade reverts to an 'F' or to No Credit.
PH	Pass with honors
P	Pass
NC	No credit

In general, a grade of at least 'C' is necessary in a language or a math course in order to proceed from one year to the next year. Students who have qualified for the next year in a language or a math offering will not be allowed to repeat the previous year without the approval of the department and the Director of Pupil Services.

Courses on Pass/No Credit Basis–A student who is taking six courses may elect to take one of the six on a Pass/No Credit basis with the approval of the Director of Pupil Services. Pass/No Credit will be used in all classes which are considered to emphasize remedial acquisition of basic skills. Credit is given but courses taken on a Pass/No Credit basis will not be considered in the gradepoint average. Also a student who elects a Pass/No Credit option must inform the teacher of this choice during the first class week. No change to a graded status will be allowed after three class weeks.

Repeated Courses—When a course is failed in grades 9-12, it may be repeated, but the transcript will reflect both efforts. If a student repeats a course which he has previously passed with a grade of 'D' or better, he will receive no credit, but his gradepoint average will reflect any improvement. (162, pp. 12-13.)

Example 4. Report cards are issued every ten weeks. The mark shown on the report card at the end of each ten-week period is for that marking period only and is an average of the student's classwork, tests, and other criteria. If, through absence, a student has not completed the work for a ten-week period, he will be given the mark "IN" (incomplete). If the work is not satisfactorily made up before the end of the next marking period, the incomplete will become a failure. Report cards will be mailed to the homes each marking period with the exception of the final one. The mailing dates will be announced in the TASOTIS Bulletin in order that the parents may anticipate receiving them. Final report cards will be distributed to students the last day of school.

Students having difficulty will receive warning notices at mid-point between marking periods. Teacher-parent conferences are encouraged whenever the need arises. (167, p. 7.)

9.603 Student Conferences

Example 1. Personnel services for students include the opportunity for students to confer with guidance personnel directly or by referral by teachers or parents. The Superintendent shall establish procedures to assure that all pupils have available to them guidance services and that linkages to teachers and parents are established.

9.604 Parent Conferences

Example 1. Parent conferences are encouraged as the most effective way learning or behavioral problems may be resolved:

a) Ask the elementary secretary to arrange a conference. Give her an option of time in case the parent cannot come at the chosen time.
b) Should an interpreter be needed or the presence of the Principal required, inform the secretary in advance so that there will be no conflict of time.
c) All parent conferences are scheduled with the teacher's knowledge. If parents go to the teacher's classroom without an appointment, they must be sent at once to the office to wait or make an appointment convenient for the teacher. (138, p. 21.)

Example 2. Parent conferences with teachers and staff members are encouraged and may be arranged through the school office. Conferences with classroom teachers may not be scheduled during the time that the teacher has a teaching assignment.

For the protection of the students and the school employees, parents and all persons visiting for any purpose are required to go to the Principal's office immediately upon entering the building to report their presence and business. (64, p. 22.)

Example 3. Every teacher is expected to make himself available to all parents for conferences regarding individual students. These conferences should be held at the school. Conference hours must be flexible to meet the needs of both parents and teacher, but must be within a reasonable span of the teacher's working day.

Elementary school teachers grades K-4 are required to have a conference with each of their student's parents during the school year. Scheduling of such conferences is the responsibility of the teacher.

Every teacher will be required to attend a minimum number of extra-school activities which involve students and/or parents. (50, p. 3.)

9.605 Promotion and Retention

Example 1. Elementary. Most students will require the normal allotted time to progress through the curriculum. A few students, however, may be able to move faster or need to move more slowly. In arriving at a decision for either the retention or acceleration of a student, the combined views of the teacher, parents, school psychologist, administrators and other personnel whose thinking would be of value must be taken into consideration. Results of standardized tests, classroom performance, and social needs are important factors in coming to a decision.

Secondary. In secondary, no accelerated promotions are permitted. If a student fails three or more required courses in a year, he will be retained in the same grade the following year. (124, p. 10.)

Example 2. Promotions in Taipei American School shall have as their objective the placing of the student in an environment where his maximum development will take place. In general, a student should progress a grade each year. In cases of exceptional achievement, or ability, students may be accelerated to a higher level. Such acceleration is never authorized without parental permission. A student may be retained in a given grade if his academic achievement and social development suggest that this is the best arrangement for him. The decision to retain a student in a given grade shall be made only after thorough review of all relevant material and circumstances by the student's parents, teachers, the building Principal and counselor. The Principal of the school unit must approve all promotions and retentions for students involved in his school unit. (154, p. 11.)

Example 3. *Kindergarten*—a. At the end of the second marking period each Kindergarten teacher will inform the counselor of those children whose progress in Kindergarten is not satisfactory. The counselor will work with the parents and teacher to attempt to solve the problem with the child.

b. If in the opinion of the teacher, counselor, and principal the child is not prepared to enter first grade, the parents will be informed by certified letter during the third period that the child will be retained in Kinder.

c. If it is determined by the teacher, counselor and Principal that the cause for retention is low intellectual abilities, the parents will be informed that readmission will not be permitted.

d. Any child retained twice in Kinder will not be readmitted for the following year.

Grades 1 - 6—a. Promotion will be determined by the grades reported in the Report Card.

b. At the end of the second marking period the Principal will inform by letter each parent whose child is in danger of failing the year.

c. At the end of the fourth marking period an average will be computed for each individual subject. A = 4; B =3; C = 2; D = 1; F = 0. A "failure" will be any subject whose year average is less than 1.00.

d. Disregarding Art, Music and Physical Education any student with two or more failures will be required to repeat the year.

e. Disregarding Art, Music, and Physical Education any student with one failure and 3 or more averages of "D" (1.00 to 2.00) will be requested to repeat the year.

f. No child will be readmitted if he has failed the same grade twice.

Grades 6 - 12—It shall be the object of this promotion to place each child in a learning environment appropriate to his intellectual, physical and social growth and maturity in relation to the basic philosophies and goals of the Escuela Americana.

Although not stated as policy, certain basic philosophies and goals of the Escuela Americana have developed by chance or accident and can be identified.

1. This is a bi-lingual (English-Spanish) institution, and successful development of language skills in both areas must be demonstrated for promotion from one grade to another.

2. This is an institution whose graduates nearly in their totality enter institutions of higher education to pursue professional careers. In order to maintain this practice, those skills, knowledges and attitudes necessary for successful entrance to schools of higher education must be mastered throughout the grades.

Grade 6–Promotion will be determined by grades reported on the Report Card.

At the end of the second marking period the Principal will inform by letter each parent whose child is in danger of failing the year.

At the end of the fourth marking period an average will be computed for each individual subject. A = 4; B = 3; C = 2; D = 1; F = 0. A "failure" will be any subject whose year average is less than 1.00.

Disregarding Art, Music, and Physical Education any student with two or more failures will be required to repeat the year.

Disregarding Art, Music, and Physical Education *any student with one failure and 3 or more averages of "D"* (1.00 to 2.00) will be requested to repeat the year.

Any child retained twice in Grade 6 will not be readmitted to the school.

A student failing 3 or more major subjects cannot be readmitted for the following year.

Grades 7 - 12–For normal year-end promotion from Grade 7 to Grade 8 or from Grade 8 to Grade 9 a student must have a passing average for the year in English and must not have failed more than 1½ subjects (Physical Education, Art, and Music each are considered ½; all other subjects 1). No student will be allowed to repeat the same grade twice.

Double promotion from Grade 6 to Grade 8 or Grade 7 to Grade 9 is permitted during the first marking period only if the student demonstrates that he is intellectually capable of succeeding at the higher grade and that his physical and social maturity are such as not to cause excessive emotional strain with the new grade group.

Promotion from Grade 9 to Grade 10, Grade 10 to Grade 11, or Grade 11 to Grade 12 will be determined on the basis of the number of units of credit earned. A student with 4-7 credits will be placed in grade 10. A student with more than 7 and less than 12 credits will be placed in Grade 11, and a student with more than 12 credits will be placed in grade 12.

Units of credits will be determined as outlined in the guide book of the Southern Association of Colleges and Schools. No credit will be given for subjects not actually received, even by examination.

Not more than 1 unit of credit will be granted for work during a summer session.

Units of credits may in special cases be given for study in non-accredited schools. Not more than 5¼ units per year will be permitted in these cases, and the exact number will be determined by the Principal of the High School. (79, pp. 48-50.)

9.606 Graduation

Example 1. A Bachillerato Diploma and/or a High School Diploma is issued to those students who meet the graduation requirements by completing the prescribed course of study. (64, p. 7.)

Example 2. A Bachillerato Diploma and/or a High School Diploma is issued to those students who meet the graduation requirements by completing the prescribed course of study.

However, pending the careful study and combined decision of the Administrative Director and the High School Principal, a student completing the 12th grade (6° Ano de Bachillerato) and failing one or more subjects *may be* permitted to participate in graduation exercises as a member of the Senior Class without public announcement of his or her standing.

Upon first knowledge of a student's failure to fulfill all requirements for official graduation, the Administrative Director and the High School Principal will review the student's records in search of all facts pertinent to the individual situation. In the absence of any outstanding past or present difficulties which would reflect negatively upon the image of the school within the community, a decision *may* be taken to permit participation in the final graduation activities, receiving a blank diploma or certificate.

Regardless of the nature of the decision, and prior to the graduation ceremony, the High School Principal shall hold a conference with both the student and the parents to clarify the standing of the student, to inform them of the decision taken, and to explain the necessary steps to be taken in order to validate the certificate or diploma. (62, p. 37.)

9.607 Student Insurance Program

Example 1. The Board of Governors shall provide liability insurance for the protection of pupils in the case of negligence on the part of the school.

There shall be no health and/or accident insurance provided by the Board for the pupils.

The school shall encourage parents to provide health and accident insurance for pupils, but no school funds may be used to pay for the premiums of such insurance.

The school requires that every student wishing to participate in a school sponsored interscholastic sport must have the report of a complete physical examination by a certified medical practitioner. The school shall not be liable for the cost of this physical examination. (191, p. 21.)

Example 2. The school shall make available an insurance program which shall insure the child against accident while at school or while commuting to and from school. The cost of this program shall be borne by the parent. (191, p. 62.)

9.608 Student Health Services

Example 1. A medical doctor is on the faculty of the school, is present on the campus and is available for emergencies. At other times, a family doctor should be consulted. First Aid equipment is located at various stations within the school plant. (26, p. 17.)

Example 2. The school recognizes the necessity to provide adequate medical facilities to handle emergency situations. To meet this obligation, the school maintains a health office supervised by a qualified nurse, and retains on a consultative basis a qualified physician who is responsible for overseeing the general medical program of the school.

The school shall provide health services which identify health deviations and promote preventative measures. This shall include vision and hearing screening and other health appraisals. (191, p. 21.)

Example 3. 1. General Requirements for Employment—The school physician shall be a registered physician in the State of Pernambuco.

2. Schedule—The school physician shall, in so far as possible, be available to

the school at all times for care of emergency cases and shall maintain regular school hours, 12:30 p.m. to 1:30 p.m., for the care of employees, their immediate families and students of the school.

3. Reimbursement–The school physician shall make no charge for services given during school hours or for emergency care outside of school hours. Consultations with staff members and parents of children during hours outside of regular consultation hours at school are on the account of the staff member or parent concerned.

The physician shall make no charge for emergency care for staff members and their immediate families and students at hours other than regular consultation hours at school. However, a charge will be made for anaesthesia, assisting physician, use of hospital facilities and necessary medication. (32, p. 8.)

9.609 Vaccinations and Immunizations

Example 1. Vaccination against small pox and immunizations against typhoid, diphtheria, whooping cough, tetanus, and polio shall be required before a student can be enrolled in the School. (89, p. 474.)

9.610 Communicable Diseases

Example 1. A student who has a contagious disease cannot attend school until presenting an authorization from his/her doctor stating that the student is able to return to class without harm to other students. Students who become ill while at school will be allowed to leave the school after a phone call to the parent or guardian listed on the Emergency Procedures card. (64, p. 20.)

Example 2. Excuses shall be brought by pupils after each absence. If the pupil has had a communicable disease, he must also bring a medical certificate. (138, p. 14.)

9.611 Standardized Testing and Evaluation

Example 1. There are available today approximately seven hundred standardized group tests for use in elementary or high school programs.

A. The tests are concerned with achievement, mental ability and aptitude.
B. Scores on the tests have to be interpreted.

Selection of the tests for a given school could most efficiently be made by a trained measurement specialist. Most often it is made by the school administrator, the school psychologist, the guidance director, or the curriculum coordinator.

Standardized tests are not the final word in evaluation.

A. They are indicators of performance at one particular time.
B. A teacher's evaluation of a student's abilities and achievement is often more accurate than the test scores.

Testing is partially a statistical matter; in that sense the excellence of a test can be evaluated in terms of reliability, validity, and national norms.

Standardized testing in a bi-national school is never entirely reliable and valid, because of cultural factors.

All testing should be a natural extension of a school's educational efforts and goals. (57, I, p. 17.)

Example 2. The school system will continue to evaluate the testing program. The following plan is intended for the 1973-74 school year.

The purpose of the standardized testing program is:

1. To provide a tool for teachers for assessing the achievement status of the class as compared to national norms.
2. To provide the administration and the school related community with a

standardized measure of the school's achievement.

Below is a list of the standardized tests to be used and when they will be administered:

Mid-September: Grades 6 and 8—Otis Lennon Mental Maturity Test—machine scored answer sheets will be used if at all possible.

Late October: Grades 6-7-8—Iowa Test of Basic Skills—machine scored answer sheets will be used when possible.

Fall: Placement tests accompanying the new text books will be used by the classroom teachers for reading. The Gates-McGenitte Test will be available for classroom use if needed.

Individual achievement tests such as the Peabody Individual Achievement Test of the Wide Range Achievement Test will be administered to new enrollees by the counselor or reading teacher throughout the year.

Dissemination of results to staff and parents:

Staff: A copy of the individual child's score should be posted on the student record card.

Parents: After study of test results by the staff, the teachers will choose one of three letters prepared by the testing sub-committee to send to parents. (165, pp. 26-27.)

9.612 Automobile Use

Example 1. The parking facilities offered by the American School do not include parking on the campus either by the faculty, parents or students. Numbered parking spaces in the areas adjacent to the main gate are reserved for faculty and personnel. (17. p. 21.)

Example 2. Any student intending to ride/drive motorcycles, motor scooters, or automobiles to school will be required to bring the following to the Vice Principal:

1. A letter of permission signed by his parents.
2. A valid Indonesian driver's license.

Passengers on scooters and motorcycles will be required to have written permission from parents. (101, p. 12.)

9.613 Accidents, Injuries and First Aid

Example 1. 1. When an accident occurs on school premises, one of the nurses should be informed immediately and, if at all possible, the injured person should be taken to her for attention.

2. When an accident occurs off the school premises, during a school function, nurses or the school accountant should be informed immediately and the injured person cared for as one of them directs.

3. If the school cannot be reached or in the event of an emergency, the injured person should be taken directly to the Emergency Service of the American British Cowdray Hospital.

4. In all cases, the necessary claim forms must be filled out containing information relative to the causes and circumstances of the accident, including time and place, together with the names and addresses of any witnesses. These claim forms must be filed with the school accountant as soon as possible after the accident.

IMPORTANT—Students or visitors who go or are taken directly to their own doctors without the school's approval will find their claim invalidated under the school's insurance plan. (17, pp. 18-19.)

Example 2. Despite careful supervision accidents occasionally occur in the gym, on the playground, and elsewhere in the school. These should be reported to the school secretary at once.

Students are insured against accidents during the school hours as well as before and after school, during school excursions within Holland, and during extra-curricular activities. The insurance pays all but the first Dfl. 10.00 of any claim. Medical bills should be paid and sent into the school office. The insurance company will make the reimbursement according to the terms outlined in the policy.

In order for parents to be able to collect this insurance, it is absolutely essential that teachers fill in a student accident report form within 24 hours of the time of the accident and submit this in triplicate to the school secretary. (165, p. 1.)

Example 3. A. All accidents are treated at Centro Medico.

B. Students should be taken immediately to the central office where it will be decided whether or not the accident warrants medical attention. If a student should not be moved, the office should be advised immediately.

C. Centro Medico is not responsible for accidents reported a day or more after they happen. *Teachers should not treat accidents,* except in case of arterial bleeding or drowning. (25, Sec. 20, p. 1.)

9.614 Student Transportation

Example 1. Transportation is the responsibility of the parents, since the school does not furnish transportation to and from school. Parents are encouraged to form car pools. (99, p. 21.)

Example 2. The ASI requires that students transported by other students to school functions obtain a release from liability for the school and the owner and/or operator of the vehicle.

9.615 Student Activities and Fees

Example 1. The philosophy of student participation in self government and cooperative activities at the American Cooperative School embraces the entire school community; the students, the parents, the teachers, the administration and the secretarial and custodial staff.

The program is co-curricular in nature to provide a natural and wholesome outlet for the energies and interests of all the students.

With the supervision and guidance of the school staff, students are provided with a laboratory in which they can practice and test ideas to which they are exposed.

The philosophy of the school is based upon the thesis that the curriculum is the total school life of the student. (5, p. 33.)

Example 2. Progressive involvement in citizenship activities (e.g., clubs, student government, seminars, sports) develops the ability to act constructively as a citizen and to respect the rights and contribution of others. Productive participation in such activities requires a belief on the part of the student that organizations are pursuing student goals, are responsive to the individual and are effective. (4, p. 2.)

Example 3. The school bank was organized to centralize the control of funds managed by student groups. Some groups handle several thousand Quetzales in a year's time. Previous to the organization of the bank, there was a tendency for individuals to keep the money at home, in their pocketbooks, in their lockers, or ask their parents to deposit it for them in the bank. Sometimes it was also deposited in the school safe. To provide better control of all accounts and to give students experience in banking procedures, especially in the use of checking accounts, the school bank was organized. It is managed by the bookkeeping class.

All classes and groups which handle any amount of money from about Q5.00 up should open a checking account in the school bank. The exact procedure to follow may be determined by consulting the central office.

In view of the serious problems that arose in connection with the loss of money in years past, teachers are urged to make sure that groups which they are sponsoring open accounts immediately. No teacher or student should accept the responsibility of keeping money which belongs to a group or an activity. If money is lost, it is extremely embarrassing and often unfair to the individual or the group. (25, Sec. 31, p. 1.)

9.616 Student Organizations and Clubs

Example 1. For the purpose of improving our students' general background, the school will complement its academic efforts with a program of extracurricular activities and clubs.

a. The extracurricular activities will be supervised by teachers who will be responsible for their success or failure. Teachers should try to bring out and develop special student skills and interests during these activities.

b. The clubs will be held during the regular school schedules. The goal of these clubs is to expand student interests and develop special skills.

These activities will also permit school participation in inter-institutional activities both intra and extramural.

Teachers responsible for clubs should try to make them as successful as possible without violating school norms and rules of conduct.

Students may change clubs during the first two weeks of the semester and should derive a maximum of satisfaction from their participation in club activities. (112, p. 10.)

Example 2. The administration of Colegio Karl C. Parrish encourages the creation of and the participation in clubs designed to enhance the mental and physical capabilities of the students. Each club must file the name and purpose of the club with the office before official sanction can be given. After the first meeting of each school year, the names of officers, members and sponsors must be filed in the office. Below is a list of the current clubs on file.

Choir Club. Organized for students who are interested in singing a cappella or with musical accompaniment.

Drama Club. Members are given an introduction to theater and acting skills. Other technical areas are set and scene design, costumes, makeup and lighting effects. The members are given the opportunity to see and participate in the various phases of drama production, and opportunities are provided to discover and improve skills. One or two plays are produced and presented each year.

Environmental Protection Society. The Environmental Protection Society is an organization that strives to make people more aware of the problems of our environment and ways to solve them.

Gun Club. Organized for students who enjoy the outdoors and guns. (Membership in the city gun club desirable but not necessary.) Skills in gun handling, safety, and marksmanship are goals for which all members strive.

Math Club. The purpose of the Math Club is to broaden and deepen the member's interest in mathematics, striving to increase the knowledge of the subject and to provide mathematical recreation.

The National Honor Society Club. For more than 50 years the National Honor Society has worked to bring the accomplishments of outstanding high school students to the attention of their classmates, their parents, their communities, and the colleges they plan to attend. Chapters in nearly 15,000 secondary schools continue to give practical meaning to the Society's dedication to Character, Scholarship, Leadership and Services.

It is important to realize that selection into the National Honor Society is not based upon scholarship, or good grades, alone, but also upon the student's character, leadership and service to the school, home, and community.

Membership in the National Honor Society is restricted to the 10th, 11th, and 12th grades. The names of all students from these grades who have an overall report card average of 8.50 or higher from the beginning of the 10th grade are submitted to a faculty committee. The committee consists of all of the teachers of the 10th, 11th, and 12th grades, plus the high school Principal and the Guidance Counselor, the two faculty advisers of the Society, and one member of the faculty. Once selected the student is invited to join the National Honor Society. If the student accepts the invitation he is formally inducted into the National Honor Society.

Once he/she is a member, the student must maintain his academic average of 8.50 or higher and he must continue to show those other qualities upon which he was selected. If the member does not maintain those high standards, he will be given a written warning by the final selection committee, and will be placed upon probation for two months. If the student does not remove the deficiency within that time, he will be removed from the National Honor Society and will never again be eligible for membership. A member may only have one warning period.

Photography Club. Students interested in the art of photography are welcome as members. Students must furnish their own camera. The club has a dark room with developing and enlarging equipment on campus.

Ski Club. Students who like to waterski and can slalom are eligible for membership. (A set of rules and regulations must be signed by each member.) Specialties include the disc, trick skis, and "doubles" team. (64, pp. 11-13.)

Example 3. No student of the American School Foundation may join or become a member of any fraternity, sorority or secret club, wholly or partly formed from the membership of pupils attending the American School, or to take part in the organization or formation of any fraternity, sorority or secret club. Nothing in this regulation shall be construed to prevent any pupil from joining the Rainbow Girls and the Demolays, or other kindred organizations not directly associated with the American School Foundation A.C. The Superintendent is charged with the responsibility of enforcing the provisions of this regulation by suspending or, if necessary, expelling a pupil who refuses or neglects to obey this regulation.

Students running for office and their parents, must sign a statement that they are not members of a fraternity, sorority or other secret organization before they are eligible to become a candidate for any school or class office or award. (20, p. 44.)

Example 4. The school encourages the promotion of all kinds of extracurricular activities, including athletic, social and academic. Because of our busing problem, we have built into the schedule three activity periods per week and encourage as many activities as possible to meet during this time.

Meeting during this activity period will be our student council, band, chorus, and yearbook staff. Students who are not involved during the activity period in any of the scheduled activities will have a study period with a teacher of their choice. The library will also be open during this period and teachers may send students to the library, not more than three or four from each room at a time. Others may go to the library as these students return. Students should not be permitted to go from one room to another other than to activities or to the library. Once they have selected a room for their study period, it is necessary that they stay there. Students not seeking special help are to have work to do and to use this period as a study period. Any student who cannot assume the responsibility of going to one room and staying there will be permanently assigned to one teacher. (165, p. 6.)

9.617 Student Government

Example 1. Structure of the Student Council–a. The Student Council will be composed of officers elected in General Elections and a representative from each class in the High School Section.

b. The Junior College will have a representative in the Student Council whenever it is deemed necessary.

Elections–a. The members of the Student Council will elect an Election Committee formed by three students to prepare and supervise the general elections. This committee will be aided by the administration or by the person designated by the Administration for such purpose.

b. The committee will be the maximum authority in the elections and will be responsible for carrying out the electoral process.

c. The class officers for each year and the representative for each class will be elected the week after elections of officers for the Student Council.

d. No candidates for a Student Council office may be a member of the committee.

e. Excepting those elected as Student Council officers, any student may be elected representative of his class.

f. At the conclusion of the elections week, there will be an inauguration ceremony for the victorious party.

Student Council Funds–The Student Council organizes fund raising activities with authorization from the administration.

Committees–So the greatest number of members of the Student Council and of the student body in general may participate in school affairs, the Student Council will form committees to be in charge of special activities. These special activities will be presided over, at the first meeting, by a member of the Student Council.

Relationship Between the Student Council and Teacher Council–The president and vice-president of the Student Council will have the right to attend and vote in the meetings of the Teacher Council when the Director considers it convenient or when the Student Council officers wish to present any matter before the Teacher Council.

Student Rights and Duties–a. There will be no discrimination regarding age, sex, academic year, nationality, social class, etc., within the school plant; and under no circumstances should these reasons interfere in the functioning of the Student Council.

b. There will be ample freedom of organization, association and participation within and without the School plant.

The Constitution–a. Any amendments must be the result of an assembly called by the Student Council for this purpose.

b. Only those amendments which do not go against rights already acquired by the students or do not violate the rules or regulations of the school will be valid. (111, pp. 24-26.)

Example 2. Student Council represents the student body in the organization of the school. It functions in accordance with its established Constitution. This Constitution is published in the Student Handbook, for reference.

All clubs, special interest groups, and student activities outside the regular curriculum are coordinated and approved through the Student Council.

All school organizations must have a staff member as official sponsor, have their constitution duly approved and filed with the Student Council, and present their calendar of events to the Council for approval and for calendaring. Forms exist in the High School office for requesting meetings, facilities and services.

The constitution of each such organization must define goals and purposes, types of activitives with which the organization will be involved, and membership requirements. (20, p. 43.)

Example 3. Another activity which enables students at the high school level to feel a part of the school and to learn to govern themselves is the formation of a student council. If the school has a large percentage of U. S. students, the task of organization is not so great as when the percentage of national students is high since the Americans often have had experience in such an organization.

Students first need to decide what the objectives of the student council are and how it is organized and operated. Assistance in these areas may be obtained by study of other schools' student councils and/or help from a sister school if a school-to-school project is on-going.

The next activity is the election of officers by the whole student body. Included are the nominations of candidates, selection of campaign managers, development of campaign rules, nomination speeches and the election.

Representatives from each high school will need to be elected to serve on the council. With the officers these representatives constitute the student council. A faculty member needs to be assigned as an advisor to the group.

The student council will decide on the number and kinds of student activities which will be undertaken during the year and how funds will be raised and spent. The council may also move into other appropriate areas. (84, pp. 24-25.)

9.618 Student Publications

Example 1. The American School regularly produces student publications of all kinds: newspapers, literary magazines, special bulletins. All these publications are coordinated through the Curriculum Coordinator who is responsible for checking budgets and available resources, seeing that they are correctly edited, and that work orders are processed for typists and printers.

The criteria for all publications issuing from any source shall be:

Nothing will be written that is damaging to the integrity of any individual; that in any way is insulting or degrading or destroys the sense of worth.

On any controversial issue, both sides will be given.

The image of the American High School and its students and staff will be kept positive and fair.

Good taste will be used in all stories, in language and in content.

All facts to be used in a story will be carefully checked.

Confidential or unannounced items will be checked for approval in the curriculum office before they are sent out.

The faculty sponsor of each publication is held responsible for seeing that this criteria is met. Any doubt or problem should be taken to the Curriculum Coordinator and to the Department Principal for final decision.

Students writing for any outside publication must also agree to meet this criteria or they will be subject to sanction by the school. (20, p. 45.)

9.619 Student Social Events

Example 1. Party and Dance Regulations—1. Dances shall close not later than 11:00 p.m. unless special permission has been granted.

2. Ladies and gentlemen shall conduct themselves as such or be denied the privilege of attendance at school functions.

3. Drinking or smoking at any time are absolutely prohibited on penalty of suspension or expulsion from school.

4. Dancers, after entering the auditorium, shall remain inside until time to go home. Anyone leaving the hall will not be allowed to return.

5. Doors will be closed to late-comers one hour after the dance begins.

6. Only students of A.C.S. and their guests will be permitted to attend the dances.

7. The class or club sponsoring the dance will be responsible for having parents at all dances. The class or club will be responsible for decorations, clean-up and other necessary arrangements under the direct supervision of the sponsor.

8. Guest cards must be obtained from the Director before 2:00 p.m. the day of a dance if the dance is held on a week day or by 2:00 p.m. on Friday if the dance is on Saturday. (5, p. 20.)

Example 2. In order to provide for the safety and welfare of students at evening school events, the Principal of the school shall implement procedures for pupil supervision. (79, p. 52.)

Example 3. In School: 1. A request on a special form prepared by the grade teacher, with the signatures of other teachers willing to chaperone the party, must be presented 8 days before the event.

2. Students requesting permission for a party must bring a note signed by their parents.

3. Some parents must come to chaperone at the party, and if possible, their signatures should be added to the request.

4. There should be one teacher to every 20 pupils, up to five teachers.

5. Pupils from other schools may be invited according to the following conditions:

   a. each outsider would have to be invited by a student at school,
   b. the student inviting the outsider would take the responsibility for the invitation,
   c. it would be understood by the student who invites an outsider that he must come with the intention of enjoying the party and not causing trouble.
   d. the number of outsiders should be limited so that there will be a majority of students of the American School at the party.
   e. the group sponsoring the party must provide the Secondary Office with the list of people to be invited two days before the party,
   f. a request for Police supervision of the street in front of the school and surrounding area should be made ahead of time.

6. Smoking is not allowed.

7. Parties must end not later than midnight.

8. Parents should come to pick up their children if they are not using the bus, or they should authorize their going with other people.

9. The group giving the party should name several committees to insure the success of the party (cleaning and safety committees are indispensable).

10. The party cannot be advertised outside the school.

11. The party can take place only in rooms 5, 6, and 21, and the patio between.

12. Parties may be held on Fridays or the night before a holiday.

13. Each group has the right to organize one party each year.

Outside School: 1. Parents who give permission that a party be held in their home should advise the school to that effect, and should agree to be at home during the party.

2. A request on a special form prepared by teachers in charge of chaperoning must be presented 8 days before the party.

3. List of guests required.

4. One teacher for every 20 pupils, up to five teachers.

5. Advise parents in writing.

6. Cleaning and safety committees are required.

7. The party may be announced in other schools, but not through the radio, newspapers, television, cars with loudspeakers, or in store windows.

8. Party must end at 1:00 a.m.

9. Avoid selling entrance tickets at the door, except to pupils or other persons on the list.

10. If a club is to be rented, a contract should be signed.

11. Sign a contract to engage the orchestra.

12. Fridays or before a holiday are best days.

13. Each group has the right to organize one party each year.

14. Plan the activity carefully to avoid financial difficulties.

15. Mid-year party should be held only on date established previously; all teachers should receive an invitation. (25, App. VII, pp. 1-2.)

9.620 Community Activities and Performances by Students

Example 1. Plays, musicals and art shows are presented by groups of students and classes from time to time. Students are encouraged to participate in existing and planned programs and are invited to suggest new ones.

Families and friends of the school should plan to attend. (26. p. 20.)

Example 2. Students are encouraged to take active, constructive roles in the community. Participation in legitimate Community organizations and activities can serve as a complement to a student's education and personal development.

Student plays, musicals, and other exhibitions of talent can be used to effectively communicate the school program to the public. Any such events or performances must be cleared through the Director of Student Activities and conform to all policies concerning financial control, publicity, and school social events.

9.621 Employment of Students by School

Example 1. Students who serve as bus monitors will be reimbursed their bus fees on satisfactory completion of their duties. (29, p. 42.)

Example 2. Students may sign up for school service on a credit basis. There are various kinds of activities from which a student may choose. These include working with younger children, library aide, cafeteria aide, office aide, nurse's aide, and others. Students may be given a grade in student service and are expected to attend regularly and fulfill the responsibilities to the supervising faculty or staff member. (162, p. 17.)

9.622 Solicitations of Students

Example 1. Students shall not be solicited for contributions without the prior approval of the Board of Directors. (79, p. 56.)

Example 2. Commercial agents shall not advertise or solicit business on the school premises without a previous written approval of the Board of Directors. (79, p. 55.)

Example 3. The Board recognizes the rights of its employees to engage in legally permitted political activity.

No one shall solicit support for any political candidate, or for any political issue, during regular school hours or on school property. (29, p. 68.)

9.623 Solicitations by Students

Example 1. Students may not solicit funds for any non-school activity without the written permission of the Director. (105, p. 2.)

Example 2. Students may not solicit funds at the school for any non-school purpose.

9.624 Gifts by Students

Example 1. School personnel shall discourage pupils and parents from offering them material gifts as expressions of appreciation or custom. (191, p. 51.)

9.625 Contests for Students

Example 1. Organizations or groups within or without the school may not use the school's name in any contest or fund raising drive without written approval of the school administration. (64, p. 13.)

Example 2. Contests and competitions for students that are positive in nature, based on recognizing achievement and accomplishment, will be sanctioned by the school. The Director of Guidance will coordinate all such contests.

9.626 Married Students

Example 1. Married students shall be required to apply to the Superintendent for permission to enroll or to continue their enrollment. They must be accompanied by one or both parents, or guardian, who will agree to write excuses, sign reports, and maintain a responsible relationship to the school. Assurance must be given to the school authorities that said students shall refrain from discussing private marital experiences and problems with schoolmates, and that a girl must withdraw from the regular school program if pregnancy occurs. (89, p. 500.)

9.627 Unwed Mothers

Example 1. An unwed pregnant female will be barred from the school. After an unmarried female has a child she should be allowed to apply to the proper authorities for admission to some school program. If the authorities decide to grant her application, she may be admitted to the regular school program. (89, p. 501.)

9.628 Student Records

Example 1. The school considers that the information contained in student files is confidential. Student files will not be shown to non-school personnel except as specifically noted below:

A student's academic records only, including a list of extracurricular activities, in which he has participated, transcripts, teacher evaluations and comments from the Guidance Department and Principal will be sent to a college upon request by the student or his parents or guardian.

Disciplinary records (except the fact of expulsion) are not reported to other schools or colleges unless a specific question is raised by them. If a student is expelled, the fact of expulsion will be listed on his academic record. The cause of such expulsion will not be so listed, but will be reported to another school or college if specifically requested. (191, p. 22.)

Example 2. Student records or cumulative folders are maintained in the secretary's office. It is extremely important that these records be carefully maintained. Any teacher wishing to take a student's cumulative folder from the office may do so, but he must check this out from the secretary. In no case should a teacher go into the files containing the cumulative folders and remove a folder without the knowledge of the secretary. This is essential so that we can keep track of where the folders are. (165, p. 20.)

Example 3. Pupil and staff rosters may not be used for any commercial purpose except with the permission of the Director of the School. (105, p. 3.)

9.629 Fines Applicable to Students

Example 1. In order that student fees, fines, and charges will be consistent among the different levels, school principals, with the advice of their professional staff, shall meet annually to recommend a schedule of student fees, fines and charges for schools. Said schedule shall be submitted to the Superintendent of Schools and the Board for approval. In all cases, student fees, fines, and charges shall be held to a minimum. (89, p. 504.)

10.0 Interorganizational Relations

POLICY OUTLINE

10.10 Host Country Government Relations
  10.101 Local Government
  10.102 State Government
  10.103 National Government and Ministries
  10.104 Schools, Colleges and Universities
  10.105 Other

10.20 U. S. Government Relations
  10.201 Local Educational Agencies
  10.202 Office of Overseas Schools
  10.203 Other

10.30 U. S. Public and Private Universities
  10.301 In-Service Education
  10.302 Student Teachers
  10.303 Research and Consultation
  10.304 Other

10.40 Regional and International Association and Clusters of ASOS

10.50 U. S. Accrediting Agencies

10.60 International Organizations

POLICY QUESTIONS

10.10 Host Country Government Relations

10.101 What relations, if any, should the school have with local government. Does the school have any relations other than requirements, such as taxes, inspection, building permits, etc.

10.102 Does the school have a relationship with state government for approval of school program. What other relationship does the school have of an educational nature–cooperative or exchange programs or visits.

10.103 Who maintains relationships with the national government for what purposes–visas, working papers, export or import permits, program approval, charter to exist, etc.

10.104 Does the school maintain a relationship with national schools, colleges or universities. Are there areas of mutual interest or assistance.

10.20 U. S. Government Relations

10.201 Does the school have a formal school-to-school relationship with a U. S. school district. Does it want one and, if so, why. What are the policy conditions needed. Can students and faculty exchange.

10.202 Is the school eligible for support from the Office of Overseas Schools of the U. S. Department of State. What is the relationship. How is the relationship viewed.

10.30 U. S. Public and Private Universities

10.301 Does the school need the assistance of U. S. higher education for in-service education. Is it interested in continuity of relationship or diversity of resources, or both.

10.302 Does the school want student teachers. Does it have anything to offer; to receive. What are the advantages, the disadvantages.

10.303 Does the school need the assistance of research and consultants. Where does it get assistance. What are the best sources.

10.40 Regional and International Associations and Clusters of ASOS

10.400 Does the school view association with counterparts as valuable. How is such association related to combined services needed but not available to an individual school. Who should participate.

10.50 U. S. Accrediting Agencies

10.500 What are the advantages and disadvantages of the school seeking and maintaining accreditation by a U. S. accrediting agency.

10.500 What are the alternatives and how viable are they.

10.60 International Organizations

10.600 Should the school seek a relationship with international organizations, e.g., UNESCO, ICET.

MAJOR CONSIDERATIONS

10.0 Interorganizational Relations

The ASOS will have a relationship with the host country government regardless of its plans to formalize or not formalize the relationship. In some cases, it should not be formalized; in other cases, it should be—the Board must decide the direction based on its knowledge of local circumstances.

ASOS tend to establish either a productive partnership with U. S. government or one which is no more than an expedient. It is in the best interest of the U. S. government and of the ASOS that the schools retain their autonomy and self-direction. The schools are important to U. S. citizens abroad who have dependent children; hence they are important to U. S. government, business, industry and others. They are also important to many non-U. S. citizens, including host country and third country nationals who in many cases also "sponsor" the schools. The British, Canadians and others could refer to many of the schools as BSOS or CSOS, but they usually view them as international schools. The major consideration for the Board is to decide if it will establish a productive partnership with all of these groups who are interested in the ASOS or if it will isolate itself to a special group from within the groups.

ASOS have benefited considerably from relationships they have established with U. S. school districts in school-to-school projects. These projects have been successful when viewed by both the ASOS and the U. S. school as mutually advantageous. Many have failed because the people in the schools really did not see any advantage to the relationship. Some should have the grace to quit.

Relations that ASOS have had with U. S. higher education have been uneven. Those that have worked have worked exceptionally well. The key consideration appears to be mutual commitment and the need of the ASOS to benefit from what U. S. higher education can and will offer. The major consideration for the Board is to decide what kind of an in-service program it needs and how it is going to deliver it. There are many opportunities for assistance available from many U. S. institutions.

Perhaps the most productive development of the ASOS has been the creation of their own regional associations. The capability created by this combined strength has enabled many ASOS to accomplish in concert what they could not accomplish individually. The policy question for Boards is the extent to which they will foster the relationship and benefit from it according to their needs.

U. S. accreditation is important to most ASOS for many reasons. Outside, disinterested review is a commitment that demonstrates good faith with at least the minimal standards of education. Accreditation does not and cannot create a good school; it can create the conditions from which a good school can be developed.

10.10 Host Country Government Relations

10.101 Local Government

Example 1. The ASI maintain relations with local government through its local legal representative for all official relations between the local government and the school. The legal counsel works closely with the Superintendent and no other school personnel are authorized to conduct official school business with local government officials. Representational and other cordialities are conducted by the Superintendent as the official head of the ASI.

10.102 See 1.101 which with appropriate modification will suffice.

10.103 National Government and Ministries

Example 1. See 10.101

Example 2. The Director of the National Program, in cooperation with and direction from the Superintendent shall maintain and conduct all school relations with the Ministry of Education and Ministry personnel. Relations with other ministries shall be conducted by the ASI legal counsel as specified in policy 10.101.

Example 3. Colegio Bolivar sought "aprobacion" from the Colombian ministry of education for three reasons:

1. Being approved, the school might enjoy more favorable public relations in the Colombian community.
2. Students who want education of a North American type would not be forced to transfer to other schools for the sake of graduating under government approval
3. Colombian students would be able to enter the Colombian universities without special examinations and probationary status. (57, I, p. 3.)

Example 4. Colegio Karl C. Parrish is accredited by the Colombian National Ministry of Education in Bogota and the Southern Association of Colleges and Schools in Atlanta, Georgia. The school receives periodic visits by both organizations in a constant effort to maintain and improve its academic standards. (138, p. 11.)

10.104 Schools, Colleges and Universities

Example 1. National University of Mexico Program U.N.A.M.

Although the American School is not incorporated with the Secretaria de Educacion after grade six, we do have an agreement with the U.N.A.M. whereby our students are eligible for the entrance exam given by the University.

Interested students should follow a specified schedule of courses authorized by the Universidad Nacional. In the Middle School the program is almost identical to that of regular college-bound students except that two semesters of "practical" courses such as journalism, music, speech, home economics, or creative writing are recommended. U.N.A.M. students should also take two semesters of science as well as seventh and eighth grade regular Spanish courses or their equivalent. Students will not be recommended for the U.N.A.M. course in High School unless they maintain a "C" average.

Those students who take the National University program also fulfill requirements for entrance to colleges in the United States. More complete information may be obtained from the High School U.N.A.M. counselor. (17, pp. 9-10.)

Example 2. Student Teaching Program

The American School cooperates with the Mexico City College in training part of the student teachers of the College. The Superintendent is coordinator of this program.

The Principal of each school should ascertain which members of his staff are desirous of working as critic teachers. The critic teacher is paid a small sum for his services. No new teacher will be permitted to act in the capacity of a critic teacher except upon recommendation of the Principal.

A maximum number of student teachers in any given semester shall equal no more than 5 per cent of the number of regular teachers in the school system. If at any time the Administration of the American School feels that our facilities and personnel cannot accommodate such a program; it will of necessity discontinue it. (16, p. 48.)

10.20 U.S. Government Relations

10.201 Local Education Agencies

Example 1. The Superintendent is authorized to establish and maintain a school-to-school partnership with a U. S. local school district for the purpose of mutual advantage. Any funding requirements will be considered during the normal approval process of the ASI budget.

Example 2. The Jefferson County Public School District in Lakewood, Colorado is our school-to-school partner. Through this program, curricula and educational materials are exchanged, an exchange of students takes place and our local teachers have an opportunity to continue their study and work in Lakewood, Colorado. From Jefferson County, we receive teachers and specialists in various areas. (192, p. 2.)

Example 3. Each year, Colegio Karl C. Parrish and the Huntsville, Alabama school system exchange students in an effort to foster better relations between the two cities. The students are chosen by their peers and teachers from a list of students selected by an administrative appointed committee. Participating students are expected to act as ambassadors of good will. (64, pp. 13-14.)

10.202 Office of Overseas Schools

Example 1. The Superintendent is authorized by the Board of the ASI to apply for assistance directly from the Office of Overseas Schools of the U. S. Department of State and to participate in joint applications with other ASOS or Associations of ASOS. The Superintendent shall report annually to Board concerning grants applied for and received.

10.30 U. S. Public and Private Universities

10.301 In-Service Education

Example 1. The Superintendent is authorized by the ASI Board to negotiate agreements with U. S. universities to provide in-service education for staff and faculty of the ASI and others who are potential employees in the community. In cases where ASI funds are required, the request will be included in the normal budget approval process. The authorization is extended to include student teachers and research and consultative services. The Superintendent shall report annually concerning agreements which are reached and programs offered.

10.302 Student Teachers

Example 1. See 10.301

10.303 Research and Consultation

Example 1. The ASI Board encourages and supports the use of research and consultation as means of improving the school. The Superintendent is authorized to approve research activities and to arrange for consultation within the limits of the budget and with other resources available from grant income. The annual report of the Superintendent shall include a section on research and consultation needs and activities.

10.40 Regional and International Association and Clusters

Example 1. The Superintendent is authorized to apply for membership and participate in activities of regional and international associations appropriate for ASOS in general and ASI specifically within the limits of funds budgeted or otherwise available for these purposes.

10.50 U. S. Accrediting Agencies

Example 1. The ASI views accreditation by a U. S. accrediting agency as the means to assure that the school meets U. S. standards, thereby creating the basic foundation from which a good school can develop. The Board also recognizes, however, that the goal of the school is continuous improvement. It is the policy of the school that the standards and requirements of U. S. accreditation shall be met, and if because of emergency circumstances, a requirement is not met, that such action be paralleled by a plan to remove the deficiency and reported to the Board for action.

Example 2. In 1969, the school entered into an agreement with the University of Alabama for improving instruction in the entire American School of Guayaquil. School faculty are presently earning advanced degrees at the University campus and at the Guayaquil Center. Professors, student-teachers and consultants come to the school each year. It has undertaken a Self-Study with the assistance of the University for accreditation with the Southern Association of Colleges and Schools. (26, p. 7.)

10.60 International Organizations

Example 1. See 10.40

11.0 Boarding Facilities/Students

POLICY OUTLINE

11.10 School Owned
11.20 School Arranged and Approved

POLICY QUESTIONS

11.0 Boarding Facilities/Students

11.10 School Owned (See Major Considerations)
11.20 School Arranged and Approved (See Major Considerations)

MAJOR CONSIDERATIONS

11.0 Boarding Facilities/Students

Several ASOS serve overseas parents in cases where boarding facilities are needed. If this is the case, the policy has already been made, if not formalized. A consideration is if an ASOS chooses to provide boarding facilities as a convenience.

In this case a decision is needed.

The second level of decision, if it has been decided to provide boarding facilities, is if the school will own and operate the facility or lease, approve or make other arrangements. Owning, operating, supervising, and being responsible for school-age children is a challenge which should not be underestimated.

SAMPLE POLICIES

11.0 Boarding Facilities/Students

Example 1. All students attending the Singapore American School must reside in housing approved by the school. Approved housing is considered as one of the following:

1. Living with parents
2. Living with a private family the head of which has been designated as guardian by the student's parents in written communication to the school.
3. Living in an organized hostel which has been approved by the Board with the hostel director designated as the student's guardian by his parents in written communication to the school. (191, p. 18.)

12.0 Fund Raising

POLICY OUTLINE

12.10	Local National
12.20	Local U. S.
12.30	U. S. Parent or Home Companies
12.40	U. S. Government
12.50	Parents
12.60	Others
12.70	Publicity

POLICY QUESTIONS

12.0 Fund Raising

12.00 To what extent should the school rely on raising funds for its support. What is the past history and success of fund raising.

12.00 Who is interested enough in school directly or indirectly to support it with donations. What does it do that fosters support. Who is served by the school.

12.00 Whose responsibility is it to raise funds. Is it the Board's ultimate responsibility.

12.00 Is the financial condition of school such that fund raising is a necessity.

12.00 How are capital funds to be raised.

MAJOR CONSIDERATIONS

12.0 Fund Raising

Fund raising from some source is of great importance to the vast majority of ASOS. Many have received capital expense funds from or through the U.S. Government, others from business and industry, others from long-term, low-interest loans, and others from required bonds or shares purchased by parents. Many others rely heavily on fund-raising drives. The Board must decide what it needs and how it plans to get it.

Fund raising through any cooperative effort is fraught with misunderstanding and dissatisfaction if all aspects are not clearly understood by all participants. For example, a U. S. tax-exempt foundation cannot act as a conduit for donated funds; that is the John Doe Corporation cannot donate $10,000 to the Mary Smith Foundation to transmit to the American School of Internationalville and claim it for tax exempt purposes. It can donate funds for a program in which ASI participates. A second consideration is that Boards may become very comfortable in turning over fund raising to someone else or some other group. In the final analysis, Boards must accept the responsibility for financing the school and all sources of funds are a part of this responsibility, including fund-raising. Obviously, they can get some help.

SAMPLE POLICIES

12.0 Fund Raising

Example 1. The Board of the ASI accepts responsibility for financing the school adequately. This includes setting tuition and fees for operating expenses and required bond/shares and fund raising for capital expenses and other obligations not covered by tuition and fees. The Board also supports the Superintendent in application for grant and other available funds.

Example 2. Solicitations for funds made in the name of SAS or one of its organization must have the Superintendent's approval. Solicitations, canvassing and fund-raising drives which have as their goal $5,000 or more must be approved by the Board of Governors. (191, p. 53.)

Example 3. Donations may be publicized at the discretion of the Board unless the donor specifically bars publicity. (29, p. 43.)

13.0 Miscellaneous

Example 1. According to Colombian law, a flag ceremony must be held by schools each week. The elementary school participates once a month on the front lawn facing the flag poles at 8:10 a.m. (138, p. 19.)

Example 2. The use of room mothers is optional for teachers, however, assigned mothers are available for each room. (138, p. 19.)

Example 3. Communications

One of the greatest problems of a large school is keeping informed, and informing those who are linked to a common concern. The American School Foundation makes a great effort to keep its staff informed, to provide opportunities for discussion and implementation of staff identified needs, etc. It is important that teachers use these communication channels effectively:

> *DAILY BULLETIN:* This flyer is placed in every teacher's box each morning. It contains a section of Student Notices and a section of Faculty Notices. All items should be read carefully. Those for students should be announced in each first period class and important items should be discussed with the class for emphasis and clarification. Each Department Principal is charged with this bulletin and items should be taken to him for publication.
>
> *STAFF NEWSLETTER:* This monthly sheet gives faculty news and administrative information.
>
> *NEWSLETTER:* This bi-monthly letter is mailed to all parents of our school and a copy is placed in each teacher's box. While it is meant to inform parents and community rather than staff, it contains items of interest to all staff, and teachers may have contributions they wish to make to this bulletin. The Department Principal can route such contributions to the person in charge of the publication. (20. p. 13.)

Example 4. As an institution functioning primarily for the benefit of an expatriate population but subject to the laws, rules and regulations adopted by the Government of the Republic of Singapore, the school is subject to substantial exposure to and comment by the general public of Singapore. It is therefore vital that the good name of the school be upheld by all of its staff and students at all times. The Board of Governors and the Administration shall at all times act in such a manner as to enhance the reputation of the school, and expect all those associated with the school, either directly or indirectly, to conduct themselves in the same manner so as to insure that the school continues to be an honorable institution. (191, p. 2.)

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